

Use of the 2003 National Assessment of Educational Progress Results as an Indicator of State Adequate Yearly Progress

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Abstract

Under the No Child Left Behind (NCLB) Act of 2001, the administration of the National Assessment of Educational Progress (NAEP) became mandatory for all states in mathematics and reading for grades four and eight. Under NCLB the stated role and purpose of collecting achievement data from states varies from being a “discussion tool” to a confirmatory examination of states assessment systems. Utilizing the 2003 NAEP results, it is possible to examine state achievement performance in the same prescribed way schools and districts are held accountable for Adequate Yearly Progress (AYP) under the guidelines of NCLB. Results are provided in this paper that show states measures of overall AYP as well as AYP measures for state subgroup accountability. A brief illustration with NAEP achievement data is provided on state timelines toward the NCLB goal of 100 percent proficiency by 2014. An alternative approach in calculating AYP that has been suggested is the use of a lower performance level such as Basic rather than Proficient. This alternative methodology of calculating AYP is also examined in relation to state performance on NAEP. This paper does not take a position on the merits or liabilities of the federal law; it examines the use of the most recent NAEP achievement data within the AYP methodology set forth by NCLB. With the wide variations among state assessment systems, state achievement standards, and state accountability systems the use of the common instrument of NAEP could bring clarity to the national struggle to understand state educational accountability.

INTRODUCTION

The reauthorization of the Elementary and Secondary Education Act in 2001, or better known as No Child Left Behind (NCLB), has introduced a new era of educational focus in the United States. There has been no other time in the history of public education where there has been more focused attention on assessment and accountability from a federal level. With the added focus on assessment in every state and determinations of schools in need of improvement, questions have arisen regarding the comparability of state assessment systems and decisions made by these systems (Linn, 2003).

Questions have arisen about the comparability across states of accountability determinations for schools based on information from state assessments. There are states with less than one percent of schools identified as not making adequate yearly progress (AYP) to states with identification rates of over 80 percent. Each state has different accountability systems and assessment systems as well as unique content and achievement standards. Making comparisons among states about the “status” of education based on state accountability systems and state assessment systems is neither reasonable nor legitimate.

The National Assessment of Educational Progress (NAEP) offers the most reliable and equitable measures of student achievement across states. With the passing of NCLB, state participation in NAEP became mandatory. Prior to the 2003 administration of NAEP, not every state participated in the voluntary NAEP assessment. In 2003, all states participated in the grade 4 and grade 8 assessments in mathematics and reading. Due to the matrix design of the assessment and the random sampling of schools and students within states, NAEP does not provide school level or school district level results; only state level estimates of student achievement are constructed. These estimates include mean scale scores and percent of students scoring in the respective achievement categories. The NAEP achievement categories are Advanced, Proficient, and Basic.

While NCLB does not make specific mention of the use of NAEP achievement data in state accountability decisions, there are references to the use of information gleaned from NAEP throughout the federal educational arena. President George Bush

referenced the use of NAEP as a confirmatory tool in the overview of NCLB (The White House, 2001). The President referred to NAEP in the following, though mistakenly:

Progress on state assessments will be confirmed by state results on an annual sampling of 4th and 8th grade students on the National Assessment of Educational Progress (NAEP) in math and reading (p. 9).

And,

Sanctions and rewards will be based on state assessment results as confirmed by the results of an annual sample of students in each state on the National Assessment of Educational Progress (NAEP) 4th and 8th grade assessment in reading and math (p. 26).

As one can ascertain, the President was not informed that NAEP is not an annual assessment, but is administered every other year. While these references were made to the use of NAEP information, no specific guidelines or methodologies were proposed in the federal legislation regarding state accountability through NAEP. Dr. Peggy Carr, the Associate Commissioner at the National Center of Education Statistics (NCES), also alluded to the use of NAEP data stating, "It is anticipated that policy makers will use NAEP results as a 'serious discussion tool' in evaluating state assessment results." Linn (2003) also made reference to the fact that NAEP information might be used in judging the results of states assessment systems.

Again, there are not specific details of how this state accountability examination through NAEP is to take place or of a methodology to be utilized. However, NCLB does provide methodological frameworks for individual states to use to calculate AYP for schools and school districts utilizing data from their respective state assessment systems. What if these same accountability procedures set forth in NCLB for school level accountability were utilized using NAEP achievement data for state level accountability examinations? It is the purpose of this paper to explore this concept using the appropriate data from the 2003 NAEP assessment to examine hypothetical state level AYP decisions. It is not the premise or hypothesis of this paper to credit or discredit NCLB or propose NAEP data be used for high-stakes accountability decisions (Linn, 2002). It is only to explore the use of a common reference across states in alignment with AYP procedures provided by NCLB.

METHODOLOGY

Under guidance provided by NCLB, states followed a specific methodology for setting the initial achievement targets for AYP. These initial achievement targets in mathematics and reading are the standard to which school and school district achievement results are compared to determine if AYP was met or not met. The methodology for setting the initial targets involved the percent of students scoring Proficient or higher on the state assessment in schools as well as the number of students in the schools. This methodology sets the initial achievement targets in mathematics and reading by first ranking schools by the percentage of students' categorized Proficient or higher on the state assessment. From this ranked list, 20 percent of the total student population was to be found starting from the lowest school. The proficiency level of the school found at the location of 20 percent of the total student population then becomes the initial achievement target. This methodology is sometimes referred to as the "20th percentile" method.

The federal legislation defines this methodology as follows (Section 1111(b)(2)(E)):

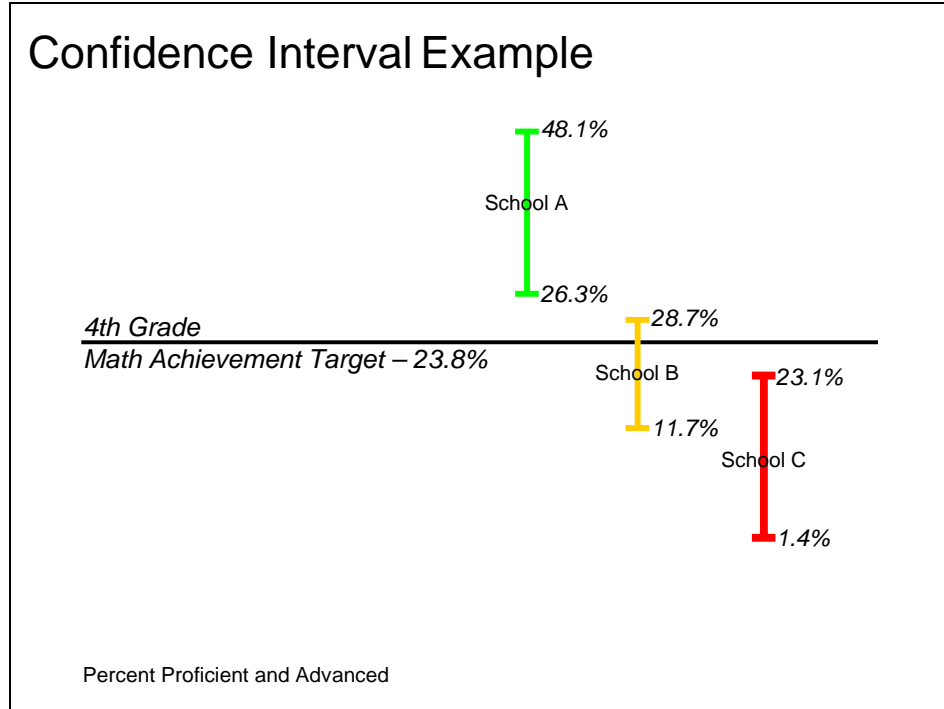
The starting point shall be, at a minimum, based on the higher of the percentage of students at the proficient level who are in--

- (i) the State's lowest achieving group of students described in subparagraph (C)(v)(II); or
- (ii) the school at the 20th percentile in the State, based on enrollment, among all schools ranked by the percentage of students at the proficient level.

This same methodology used for schools initial accountability determinations can be completed at a state level utilizing the NAEP 2003 data. The NAEP data for the 2003 assessment provides state estimates of the percent of students scoring Proficient or higher as well as the specific subgroup disaggregations required by NCLB. The total student enrollment for each state for the specific grades assessed on NAEP can be found through data collected through the Common Core of Data (CCD). The subgroups used for state accountability as specified by federal law consist of students from major racial and ethnic groups, students with disabilities, students with limited English proficiency (LEP), and economically disadvantaged students (students qualifying for

free and reduced-priced lunch) [Section 1111(b)(2)(C)(v)]. States are held accountable for subgroup achievement using the same targets set for the overall student population. That is, there are not separate targets for individual subgroups; all subgroups are compared to the same achievement target. With the two data sources of the NAEP and the CCD, AYP can be calculated for hypothetical state level decisions as was done for schools and school districts per NCLB direction. One can think of this as taking the same procedures states used for creating their initial achievement targets and accountability decisions for schools, but instead of using schools as the units of analysis, the units are states.

Under federal guidelines, states were allowed to submit plans for accountability decisions that made modifications or improvements to the way AYP decisions were made. Many states are utilizing confidence intervals in their AYP decisions (Alaska, Arizona, Colorado, Wyoming, Nevada, to name a few) instead of just solely the percent of students classified as Proficient or higher. A confidence interval, to put it simply, is a point estimate of a percent in conjunction with a margin of error added and subtracted from the estimate (e.g. $34\% \pm 6\%$). The rationale implies if the confidence interval extends past the set achievement target or contains the target, there is statistical evidence that AYP has been met (Coladarci, 2003; Marion, et.al, 2003). This can be visualized in Figure 1 below. For example, with an initial achievement target of 23.8 percent for grade 4 mathematics, School A clearly exceeded the target and was classified as having met AYP. School B, while its percent of Proficient or higher students was below the initial achievement target, its confidence interval extends beyond the target and therefore was classified as having met AYP. School C, even with the use of the confidence interval, was classified as having not met AYP.

Figure 1: Example of Confidence Intervals and Scenarios

The use of confidence intervals for accountability decisions can also be replicated with the 2003 NAEP data parallel to what many states employed in their accountability systems for school and school district AYP decisions. The measures of variability the NAEP data provides can be utilized to form confidence intervals for the respective states estimate of the percentage of students classified as Proficient or higher. In calculating the confidence interval, if the state did not have a sufficient sample size to allow for a reliable calculation of the standard error, the default determination was that the state made AYP rather than did not.

Another proposed methodology, though not approved or aligned with NCLB, for determining state AYP was the use of the proficiency levels of Basic and above rather than Proficient and above (Linn, 2002). There are public concerns that the NAEP proficiency levels are too stringent (Pellegrino, Jones, & Mitchell, 1999; Shepard, Glaser, Linn, & Bohrnstedt, 1993) and may not provide for an accurate representation of what students know and can do. Therefore, the use of the Basic proficiency level may be perceived as more attainable and realistic in light of the supposed difficulty of the

NAEP proficiency descriptors. The methodology of calculating the achievement targets for AYP would then use the percent of students scoring Basic and above rather than Proficient and above.

For the purpose of brevity, no examinations were conducted for any other academic indicators, participation rates, or safe harbor as mandated by NCLB. Under NCLB, schools are also held accountable for achieving a minimum participation rate on the state assessment of 95 percent and performance on an additional academic indicator. This additional indicator was at the discretion of the state and varies among states from attendance rates to achievement in science. Since states had this flexibility, there was no common indicator to compare states from the NAEP data. Safe harbor will also not be examined. Safe harbor requirements entail an increase of ten percent or more the percent of non-Proficient students from one assessment cycle to the next. Since all states did not participate in the previous NAEP assessment, safe harbor examinations would not be equitable. In addition, state exclusion rates were not included in any pieces of the methodology or analyses for the decision rule of making or not making AYP. However, if the overall state exclusion rates on NAEP were examined in relation to impact on the 95 percent participation rate, many states would be deficient in this indicator. In mathematics, 8 percent of states excluded more than five percent of grade 4 students and 10 percent of states excluded more than five percent of grade 8 students. The impact in reading was more substantial where 51 percent of states excluded more than five percent of grade 4 students and 33 percent of states excluded more than five percent of grade 8 students.

FINDINGS

Initial Achievement Targets Using Proficient and Above

Initial achievement targets were found using the 2003 NAEP data in mathematics and reading for grade 4 and grade 8 using the prescribed 20th percentile methodology under NCLB. The initial achievement targets for states in mathematics and reading for grade 4 and grade 8 are found in Table 1. The location of the initial achievement target can be seen in the appendices in yellow and relate to the specific state where 20 percent of

the student population of the nation fell summing up from the bottom of the ranked state list. Recall, the list was ranked by the percent of students scoring Proficient and higher.

Table 1: Initial Achievement Targets for AYP Utilizing 2003 NAEP Results – Percentages of Students Scoring At Proficient or Above

Grade	NAEP Mathematics	NAEP Reading
Grade 4	24.7	23.5
Grade 8	21.7	24.2

Using these achievement targets, states can then be examined for the decision of having met or not met AYP just as schools were in the initial year of NCLB. A state would be classified as having not met AYP if the percentage of students scoring Proficient or above on NAEP fell below the achievement target. Subgroup achievement in each state was also compared to the same achievement targets for making AYP as the total student population estimates. Some states have modified this method to include the use of a confidence interval. If the calculated confidence interval was completely above or contained the achievement target, the state was classified as having made AYP. Both of these AYP accountability procedures were used to examine states 2003 NAEP scores for grades 4 and 8 in mathematics and reading.

Grade 4 AYP Results

State AYP results for grade 4 (Table 2) were examined for each state overall and for each of the subgroups mandated by NCLB. Recall, all subgroups are compared to the same achievement target for mathematics and reading. When examining the overall state AYP results calculated using the 2003 NAEP data, approximately 22 percent of states did not meet the AYP achievement target in mathematics, while roughly 16 percent of states were lower than the initial AYP target in reading. With the utilization of a confidence interval, the percent of states not meeting AYP in mathematics fell to around 10 percent and for reading to 12 percent. Tables detailing specific areas of state identification can be found in Appendix A.

Table 2: NAEP Grade 4 – Percent of States Classified As Not Making AYP with Standard Method and with Use of Confidence Interval (CI)

	Percent of States Not Making AYP	Percent of States Not Making AYP – CI	Percent of States Not Making AYP	Percent of States Not Making AYP - CI
	Mathematics		Reading	
Overall	21.6	9.8	15.7	11.8
White	3.9	0.0	0.0	0.0
Native American	23.5	17.6	21.6	15.7
Asian	5.9	3.9	9.8	3.9
Black	82.4	78.4	82.4	68.6
Hispanic	76.5	51.0	68.6	35.3
Disability	98.0	98.0	100.0	98.0
LEP	72.5	45.1	72.5	45.1
Economically Disadvantaged	98.0	92.2	98.0	86.3

In examining state subgroup accountability, the lowest identified subgroups within states were the ethnicities of Asian and White. No states were identified as not making AYP under the ethnic subgroup of Asian for mathematics or reading. Within the subgroup of White, 3.9 percent of states were identified as not making AYP for mathematics and no states were identified for reading. With the use of a confidence interval, the percent of states identified in mathematics for the White subgroup fell to zero. The next least identified subgroup was the ethnic group of Native American. However, one should note this is due to the fact that only a handful of states have substantial enough Native American student populations to have published NAEP results. Of those states with adequate sized Native American populations to be sampled, 100 percent were identified as not making AYP.

The two subgroups most frequently identified as not making AYP within states were students with disabilities and economically disadvantaged students. In mathematics, 98 percent of states were identified in the students with disabilities subgroup and 98 percent in the subgroup of economically disadvantaged students. Even with the use of a confidence interval, the state identification rate only decreased to 92 percent for the subgroup of economically disadvantaged students and remained unchanged for the

subgroup of students with disabilities. In reading, 100 percent of states were identified in the students with disabilities subgroup and 98 percent in the subgroup of economically disadvantaged students. Even with the use of a confidence interval, the state identification rate only decreased to 98 percent for the subgroup of students with disabilities students and declined to 86 percent for the subgroup of students with disabilities.

The troubling finding was that every state was identified as not making AYP at least once in a subgroup for both mathematics and reading. Recall, per NCLB guidance, not making the achievement target overall or in one subgroup identifies a school or school district as not making AYP. The subgroups of students with disabilities and economically disadvantaged students were the most commonly identified subgroups not meeting AYP across states. Again, over 98 percent of states were identified as not meeting AYP targets in either subgroup with 100 percent of states identified in reading in the subgroup of students with disabilities. Even with the use of a confidence interval, a large proportion of states were identified under both of these subgroups. The distribution of the number of subgroups identified as not making AYP by percent of states can be observed for mathematics in Figure 2 and for reading in Figure 3 below. As one will note, the use of a confidence interval in the AYP decision shifts the center of the distribution to the left relating to fewer identified subgroups. However, the use of confidence intervals still does not move any states into having no identified subgroups.

Figure 2: NAEP Grade 4 Mathematics – Percent of States by Number of Subgroups Not Making AYP

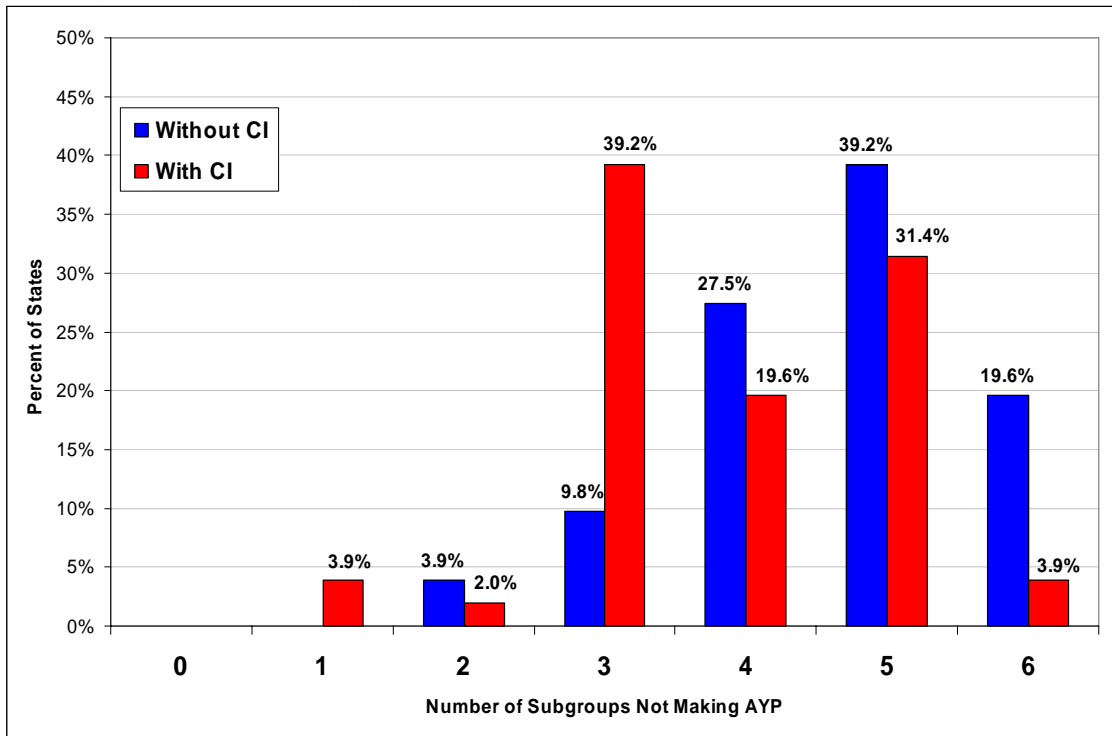
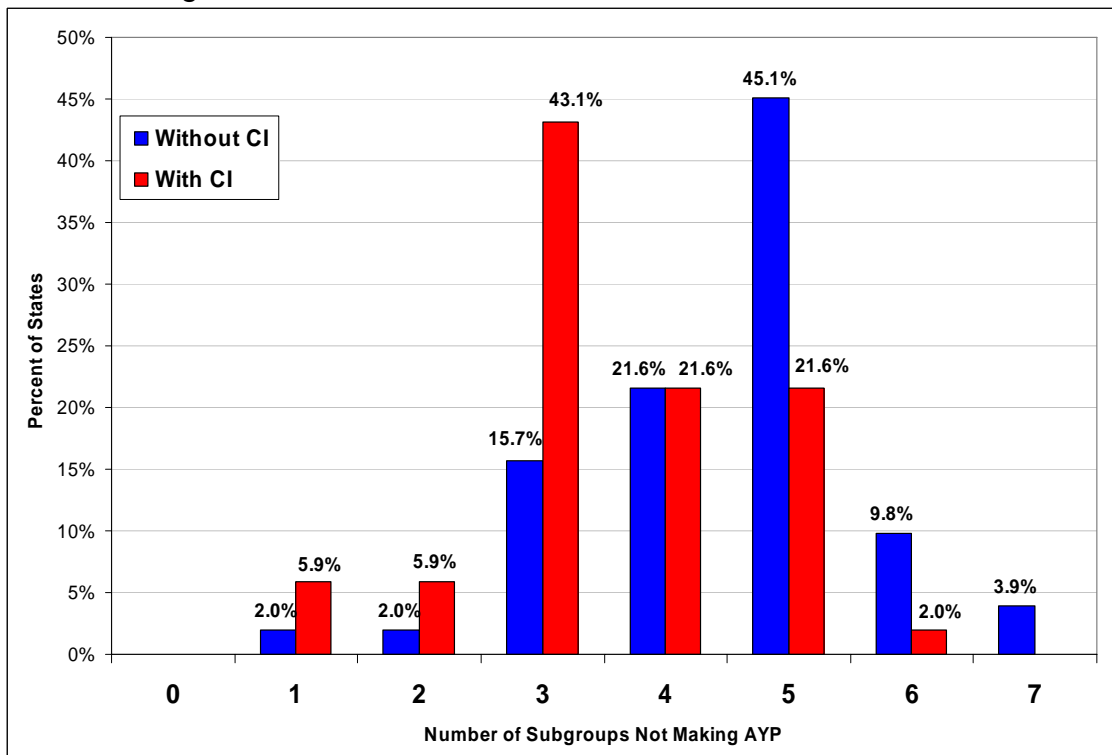


Figure 3: NAEP Grade 4 Reading – Percent of States by Number of Subgroups Not Making AYP



Grade 8 AYP Results

State AYP results for grade 8 (Table 3) were examined for each state overall and for each of the subgroups mandated by NCLB. Using the 2003 NAEP data for grade 8, approximately 26 percent of states did not meet the AYP achievement target in mathematics, while roughly 16 percent of states were lower than the achievement target in reading. With the utilization of a confidence interval, this identification rate fell to around 14 percent of states for mathematics and 10 percent of states for reading.

Table 3: NAEP Grade 8 – Percent of States Classified As Not Making AYP with Standard Method and with Use of Confidence Interval (CI)

	Percent of States Not Making AYP	Percent of States Not Making AYP – CI	Percent of States Not Making AYP	Percent of States Not Making AYP – CI
	Mathematics		Reading	
Overall	25.5	13.7	15.7	9.8
White	3.9	0.0	0.0	0.0
Native American	21.6	13.7	17.6	11.8
Asian	5.9	2.0	7.8	2.0
Black	80.4	78.4	80.4	74.5
Hispanic	72.5	51.0	60.8	41.2
Disability	100.0	94.1	100.0	98.0
LEP	54.9	39.2	43.1	25.5
Economically Disadvantaged	92.2	88.2	92.2	76.5

As with grade 4, the lowest identified subgroups for grade 8 within states were the ethnic subgroups of Asian and White. No states were identified as not making AYP under the ethnic subgroup of White for reading and 3.9 percent of states were identified for subgroup of White in mathematics. Employing a confidence interval decreased the latter percent to zero for the White subgroup of students. For the ethnic subgroup of Asian, the use of confidence interval decreased the state identification rate to 2 percent for both mathematics and reading.

The two subgroups most frequently identified as not making AYP within states were students with disabilities and economically disadvantaged students. In mathematics, 100 percent of states were identified in the students with disabilities subgroup and 92

percent in the subgroup of economically disadvantaged students. Even with the use of a confidence interval, the state identification rate only decreased to 94 percent for the subgroup of students with disabilities and to 88 percent for the subgroup of economically disadvantaged students. In reading, 100 percent of states were identified in the students with disabilities subgroup and 92 percent in the subgroup of economically disadvantaged students. Even with the use of a confidence interval, the state identification rate only decreased to 98 percent for the subgroup of students with disabilities and to approximately 77 percent for the subgroup of economically disadvantaged students.

Once again, the troubling finding as in grade 4 was that every state was identified as not making AYP at least once for a subgroup for both mathematics and reading. The subgroups of students with disabilities and economically disadvantaged students were the most commonly identified across states. Over 92 percent of states were identified as not meeting AYP targets in either subgroup with 100 percent of states identified in mathematics and reading in the subgroup of students with disabilities. The distribution of the number of subgroups identified as not making AYP by percent of states can be observed below for mathematics in Figure 4 and for reading in Figure 5.

Figure 4: NAEP Grade 8 Mathematics – Percent of States by Number of Subgroups Not Making AYP

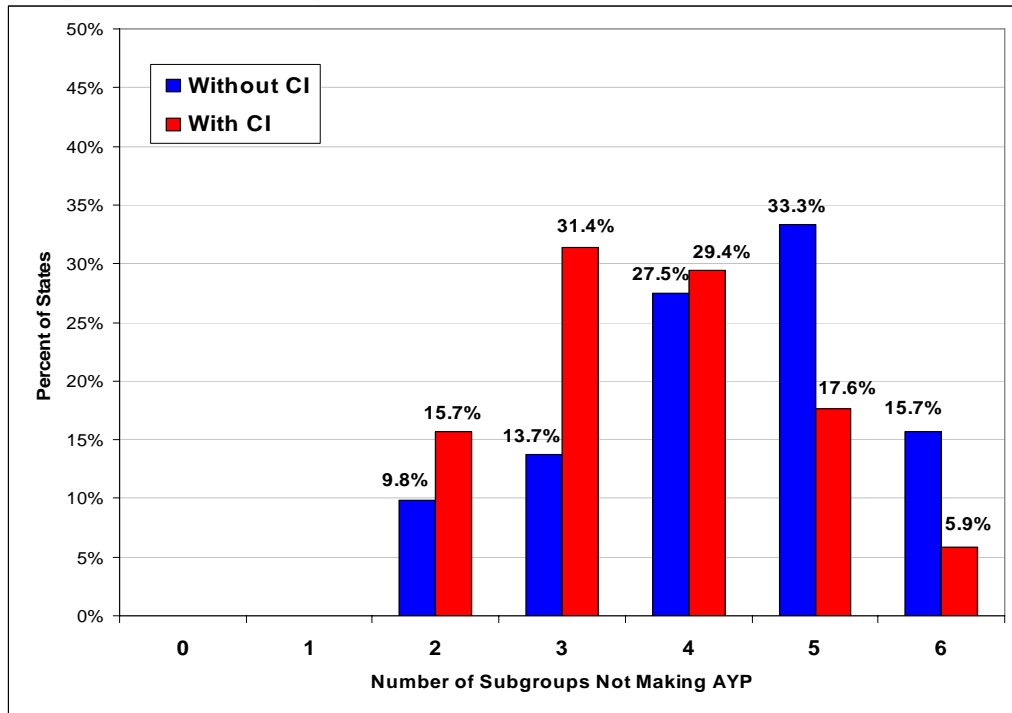
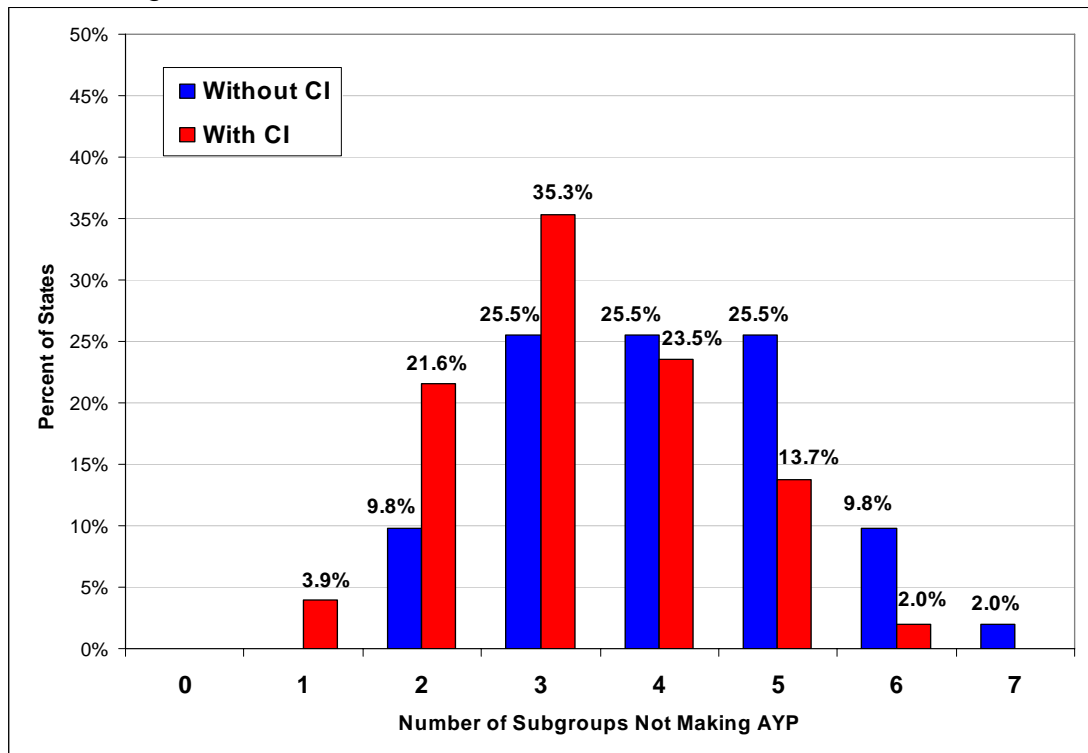


Figure 5: NAEP Grade 8 Reading – Percent of States by Number of Subgroups Not Making AYP



Future Accountability Timelines

NCLB established that all students will be classified as Proficient or higher on state assessments in mathematics and reading by the 2013-2014 school year (Section 1111(b)(2)(F)). States were required to construct and submit to the US Department of Education accountability timelines that showed overall student progress towards the goal of 100 percent proficiency. These timelines start from states initial achievement targets set utilizing state assessment data and progress forward under guidelines set by NCLB. Using the NAEP data in this same way, a timeline can be created for 100 percent proficiency for states starting from the initial NAEP achievement targets calculated in the earlier section (Table 4). One should recall that this timeline will differ from what states had to submit to the US Department of Education as NAEP is only given every other year while state assessments are annual.

Table 4: NAEP AYP Intermediate Goals and Annual Objectives

Year	Grade 4 Percent Proficient and Above		Grade 8 Percent Proficient and Above	
	Mathematics	Reading	Mathematics	Reading
2003	24.7	23.5	21.7	24.2
2004				
2005	37.3	36.3	34.8	36.8
2006				
2007	49.8	49.0	47.8	49.5
2008				
2009	62.4	61.8	60.9	62.1
2010				
2011	74.9	74.5	73.9	74.7
2012				
2013	87.5	87.3	87.0	87.4
2014				
2015	100.0	100.0	100.0	100.0

Projections regarding future state performance can be conjectured by examining recent trends in student performance on NAEP. For example, significant gains were seen in the NAEP mathematics scores across grade 4 and grade 8 from 2000 to 2003. If the

linear rate of growth in the percent of students scoring Proficient or above in mathematics from 2000 to 2003 was held constant for each state going forward, the NCLB goal of 100 percent proficiency for states can be examined. With this approach it was estimated 69 percent of states will be beyond 50 percent Proficient in their grade 4 grade student population by 2015 while 27 percent will be above 75 percent Proficient and above in mathematics. Conversely, 73 percent of states will not even be to 75 percent Proficiency or higher by the deadline of 100 percent proficiency demanded by NCLB. Examining in parallel the grade 8 information, it was estimated 22 percent of states will be beyond 50 percent Proficient in their grade 8 student population by 2015 while no states would be above 75 percent by 2015 deadline of 100 percent student proficiency.

Initial Achievement Targets Using Basic and Above

Linn (2002) proposed that a more reasonable use of NAEP information might be the utilization of the lower proficiency level of Basic rather than Proficient in examining state performance. Using this proposal, AYP can be calculated for states in the same way as it was done in the prior sections except with the use of the lower proficiency level. That is, instead of utilizing the state NAEP estimate of the percent of students scoring Proficient or above, one would use the percent of students scoring Basic or above. Of course, the difference one will first note will be the higher percentages for the initial achievement targets (Table 5). This is due to the simple fact that more students score Basic or above compared to Proficient and above on the NAEP assessment.

Table 5: Initial Achievement Targets for AYP Utilizing 2003 NAEP Results – Percentages of Students Scoring At the Basic Level or Above

Grade	NAEP Mathematics	NAEP Reading
Grade 4	69.6	54.2
Grade 8	58.6	66.3

The question that arises from this change in methodology is does the use of the lower proficiency category lead to fewer states being identified as not making AYP? Does the incorporation of the lower proficiency level make attaining AYP more realistic for states?

These questions are examined in the subsequent sections and tables detailing specific areas of state identification can be found in Appendix B.

Grade 4 AYP Results

State AYP results for grade 4 (Table 6) were examined for each state overall and for each of the subgroups mandated by NCLB. When examining the overall AYP results using Basic and above for grade 4, approximately 16 percent of states did not meet the AYP achievement target in mathematics and approximately 16 percent of states in reading. With the utilization of a confidence interval, the percent of states not meeting AYP in grade 4 mathematics fell to around 10 percent and to 12 percent for reading.

Table 6: NAEP Grade 4 – Percent of States Classified As Not Making AYP with Standard Method and with Use of Confidence Interval (CI)

	Percent of States Not Making AYP	Percent of States Not Making AYP – CI	Percent of States Not Making AYP	Percent of States Not Making AYP - CI
	Mathematics		Reading	
Overall	15.7	9.8	15.7	11.8
White	0.0	0.0	0.0	0.0
Native American	23.5	11.8	19.6	15.7
Asian	7.8	2.0	7.8	3.9
Black	80.4	62.7	74.5	60.8
Hispanic	68.6	29.4	64.7	33.3
Disability	98.0	92.2	100.0	98.0
LEP	74.5	41.2	72.5	45.1
Economically Disadvantaged	78.4	52.9	86.3	52.9

The lowest identified subgroups under this alternate methodology for grade 4 within the states were the ethnic subgroups of Asian and White. No states were identified as not making AYP under the ethnic subgroup of White for mathematics and reading, with or without the employment of a confidence interval. For the ethnic subgroup of Asian, roughly 8 percent of states did not meet the AYP achievement target for both mathematics and reading. With the use of confidence interval, this state identification rate decreased to 2 percent for mathematics and approximately 4 percent for reading.

The two subgroups most frequently identified as not making AYP within states changed from the prior analyses using Proficient and above rather than Basic and above. In grade 4 mathematics the subgroups of students with disabilities and black students were the most frequently identified as not meeting AYP. In mathematics 98 percent of states were identified in the students with disabilities subgroup and 80 percent in the subgroup of black students. Even with the use of a confidence interval, the state identification rate decreased to 92 percent for the subgroup of students with disabilities and to 63 percent for the subgroup of economically disadvantaged students. In reading, 100 percent of states were identified in the students with disabilities subgroup and 86 percent in the subgroup of economically disadvantaged students. Even with the use of a confidence interval, the state identification rate only decreased to 98 percent for the subgroup of students with disabilities and to approximately 53 percent for the subgroup of economically disadvantaged students. With the use of the confidence interval in reading, the next highest identification rate was for the subgroup of black students at 61 percent of states.

As was the case with the prior methodology, it was found that due to the conjunctive nature of the AYP decision that all states are identified as not meeting AYP requirements in grade 4. Again, the subgroup of students with disabilities identifies the majority of states as not meeting AYP with 98 percent of states in mathematics and 100 percent in reading. Even with the use of a confidence interval, a large proportion of states were identified under both of these subgroups. However, with the aid of a confidence interval, North Carolina would make AYP in grade 4 mathematics and Delaware would make AYP for grade 4 reading. Unfortunately, with the conjunctive nature of NCLB AYP decisions not only across subgroups, but across content areas as well, both states still do not meet the requirements of making AYP. The distribution of the number of subgroups identified as not making AYP by percent of states can be observed below for mathematics in Figure 6 and for reading in Figure 7.

Figure 6: NAEP Grade 4 Mathematics – Percent of States by Number of Subgroups Not Making AYP Using Basic and Above

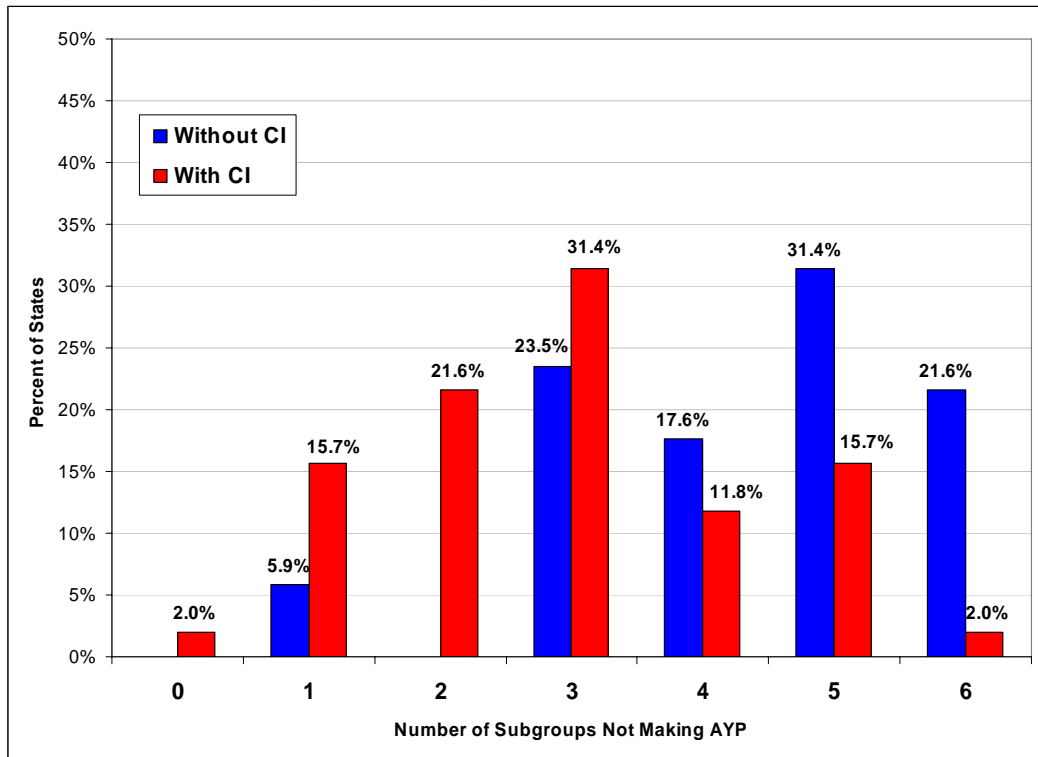
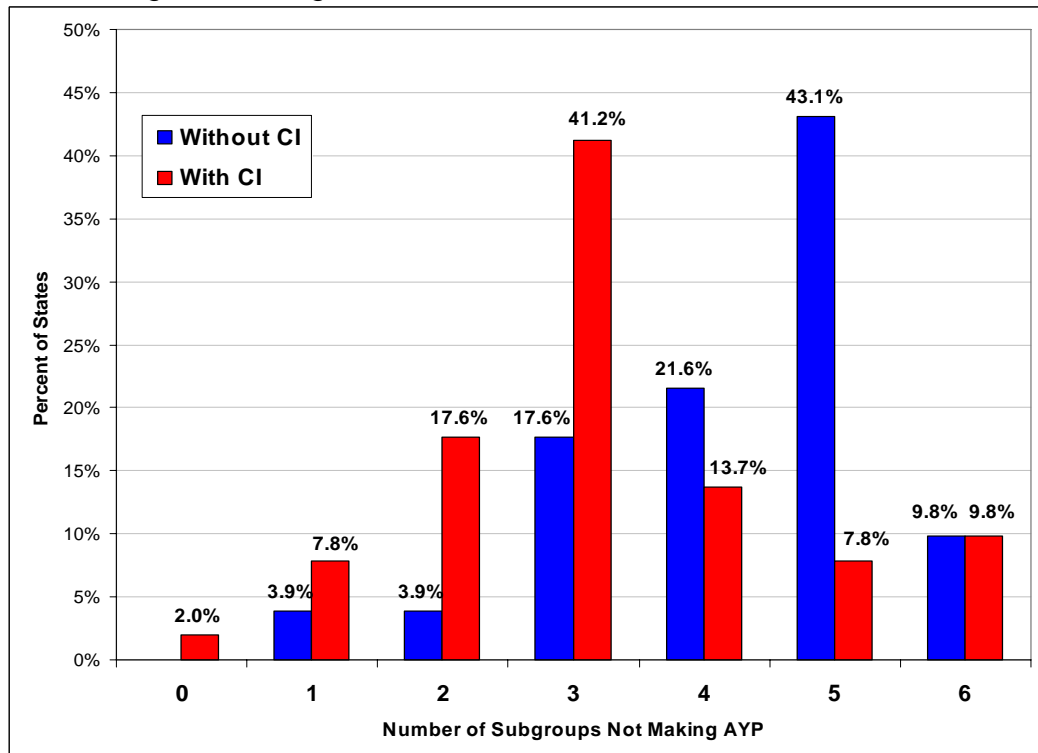


Figure 7: NAEP Grade 4 Reading – Percent of States by Number of Subgroups Not Making AYP Using Basic and Above



Grade 8 AYP Results

State AYP results for grade 8 (Table 7) were examined for each state overall and for each of the subgroups mandated by NCLB. When examining the overall state AYP results calculated using the 2003 NAEP data using Basic and above, approximately 16 percent of states did not meet the AYP achievement target in mathematics, while roughly 16 percent of states were lower than the initial AYP target in reading. With the utilization of a confidence interval, the percent of states not meeting AYP in mathematics fell to around 12 percent and to 10 percent for reading.

Table 7: NAEP Grade 8 – Percent of States Classified As Not Making AYP with Standard Method and with Use of Confidence Interval (CI)

	Percent of States Not Making AYP	Percent of States Not Making AYP – CI	Percent of States Not Making AYP	Percent of States Not Making AYP – CI
	Mathematics		Reading	
Overall	15.7	11.8	15.7	9.8
White	0.0	0.0	0.0	0.0
Native American	21.6	7.8	17.6	9.8
Asian	3.9	2.0	9.8	2.0
Black	80.4	74.5	80.4	64.7
Hispanic	70.6	43.1	62.7	41.2
Disability	100.0	100.0	100.0	100.0
LEP	54.9	45.1	43.1	41.2
Economically Disadvantaged	82.4	66.7	86.3	66.7

The lowest identified subgroups under this alternate methodology for grade 8 within the states were the ethnic subgroups of Asian and White. As found in grade 4, no states were identified as not making AYP under the ethnic subgroup of White for mathematics and reading, with or without the employment of a confidence interval. For the ethnic subgroup of Asian, roughly 4 percent of states did not meet the AYP achievement target for mathematics and 10 percent for reading. With the use of confidence interval, this state identification rate decreased for the subgroup to 2 percent for both mathematics and reading.

The two subgroups most frequently identified as not making AYP within states were students with disabilities and economically disadvantaged students. In both mathematics and reading, 100 percent of states were identified in the students with disabilities subgroup. Even with the use of a confidence interval, the state identification rate for the subgroup of students with disabilities remained at 100 percent for both content areas. The subgroup of economically disadvantaged students had identification rates of 82 percent in mathematics and 86 percent in reading. With the use of a confidence interval, the state identification rate decreased to 67 percent in mathematics and 67 percent for reading. However, with the use of a confidence interval, the subgroup of black students had a higher identification rate in mathematics of 75 percent in comparison to the subgroup of economically disadvantaged students.

As has been the case throughout these analyses, it was found that all states are identified as not meeting AYP requirements in grade 8. Again, the subgroup of students with disabilities identifies the majority of states as not meeting AYP with 100 percent of states in both mathematics and reading. Even with the use of confidence intervals, all states were identified as not meeting the AYP requirements. The distribution of the number of subgroups identified as not making AYP by percent of states can be observed below for mathematics in Figure 8 and for reading in Figure 9.

Figure 8: NAEP Grade 8 Mathematics – Percent of States by Number of Subgroups Not Making AYP Using Basic and Above

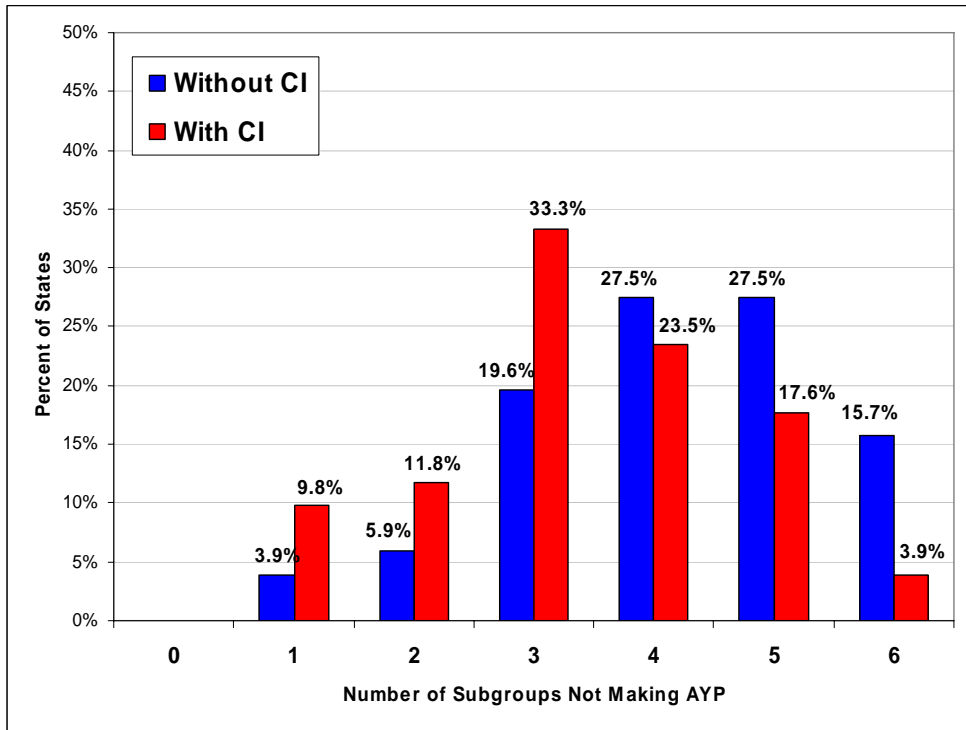
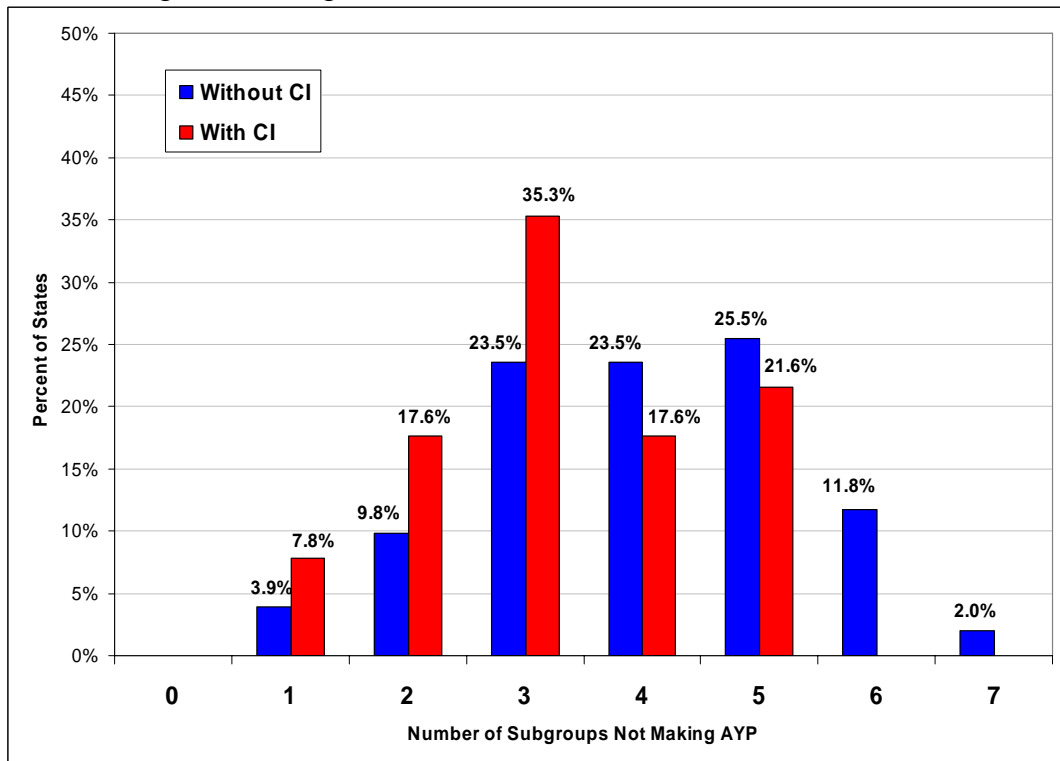


Figure 9: NAEP Grade 8 Reading – Percent of States by Number of Subgroups Not Making AYP Using Basic and Above



Comparison of the Two Methods

Thus, does the use of the lower proficiency category of Basic rather than Proficient make a difference in the identification rate of states not making AYP? The overall answer was that it does seem to reduce the number of states identified as not meeting AYP, but not equitably across all subgroups. Some subgroups are affected more by the change of proficiency levels than others. The percent of states identified under the subgroup of economically disadvantaged students was greatly reduced. This can possibly be attributed to the high percentage of these students who are score in the Basic proficiency level rather than Proficient.

In the grade 4 NAEP results, Table 8 shows the difference in identification rates between the two methodologies. The table details the reduction in the percent of identified states by using the proficiency categorization of Basic and above rather than Proficient and above. A value of zero would signify no difference in identification rates between the two methods. A decrease of around 6 percent of states was found for mathematics while there was no difference for reading in the percent of states identified as not making AYP. There was a substantial reduction (-19.6%) in the percent of identified states in the subgroup of economically disadvantaged students in mathematics. When taking into account the use of confidence intervals, the reductions are even more apparent in the subgroup of economically disadvantaged students. A sizable reduction was also realized in mathematics for the Hispanic subgroup, but not mirrored in reading.

Table 8: NAEP Grade 4 – Comparison of the two methodologies. Difference in Percent of States Classified as Not Making AYP with Proficient and Above and Percent Not Making AYP with Basic and Above

	Percent of States Not Making AYP	Percent of States Not Making AYP – CI	Percent of States Not Making AYP	Percent of States Not Making AYP - CI
	Mathematics		Reading	
Overall	-5.9	0.0	0.0	0.0
White	-3.9	0.0	0.0	0.0
Native American	0.0	-5.8	-2.0	0.0
Asian	1.9	-1.9	-2.0	0.0
Black	-2.0	-15.7	-7.9	-7.8
Hispanic	-7.9	-21.6	-3.9	-2
Disability	0.0	-5.8	0.0	0.0
LEP	2.0	-3.9	0.0	0.0
Economically Disadvantaged	-19.6	-39.3	-11.7	-33.4

In the grade 8 NAEP results, Table 9 shows the difference between the two methodologies. The difference between the methodologies was not as notable in the grade 8 results as it was in the grade 4 results, but there are still decreases in the percents of identified states. A sizable decrease was found again in the subgroup of economically disadvantaged students with the use of a confidence interval. However, there are no differences between the two methods for students with disabilities and students with limited English proficiency. There was actually an increase in the percent of states identified for these two subgroups with the use of a confidence interval.

Table 9: NAEP Grade 8 – Comparison of the Two Methodologies. Difference in Percent of States Classified as Not Making AYP with Proficient and Above and Percent Not Making AYP with Basic and Above

	Percent of States Not Making AYP	Percent of States Not Making AYP – CI	Percent of States Not Making AYP	Percent of States Not Making AYP – CI
	Mathematics		Reading	
Overall	-9.8	-1.9	0	0
White	-3.9	0	0	0
Native American	0	-5.9	0	-2.0
Asian	-2.0	0	2.0	0
Black	0	-3.9	0	-9.8
Hispanic	-1.9	-7.9	1.9	0
Disability	0	5.9	0	2
LEP	0	5.9	0	15.7
Economically Disadvantaged	-9.8	-21.5	-5.9	-9.8

The culmination of these two procedures still finds that all states are classified as not making AYP. The subgroup of students with disabilities overwhelms all of the accountability decisions and provides for almost the entirety of the AYP decision for states.

CONCLUSION

The No Child Left Behind Act has brought assessment and accountability to the forefront of education policy. There has been no prior time in education where such focus has been on student achievement. Schools, school districts, and states are being held accountable for student achievement like never before. NCLB, through a prescribed methodology, details how schools and school districts are to be held accountable for Adequate Yearly Progress utilizing data from their respective state assessments systems. Through the common instrument of NAEP, it can be shown that AYP can be calculated in the same manner to make hypothetical state level accountability determinations as those made for school and school district level accountability decisions through state assessment data.

Through the use of the 2003 NAEP results in mathematics and reading for grade 4 and grade 8, initial AYP achievement targets were created and determinations of state AYP status were found. Accountability decisions defined through NCLB mandate that it takes a minimum of a single group not making AYP for an educational entity to be defined as “in need of improvement.” Through these analyses, it was found that all states would be classified as not making AYP and thus “in need of improvement” in respect to their grade 4 and grade 8 student populations. The majority of states would be defined this way due to the performance of their subgroups of students with disabilities and economically disadvantaged students. Even with the use of a statistical confidence interval, which many states are using for accountability decisions, all states were found to not be making AYP within at least one subgroup.

One proposed alternate strategy of calculating AYP included the use of a lower proficiency level, such as Basic rather than Proficient. While this approach does lower the percentage of states identified, a majority of states are still classified as not making AYP. Once again, it was found the subgroup of students with disabilities broadly identifies states as not meeting the achievement target in mathematics and reading. However, it was found this method reduced the percentage of states identified due to the subgroup of economically disadvantaged students. The appropriateness of the use of the lower proficiency level for accountability depends on the view taken of the demand of the NAEP proficiency levels. Some would make the case that the Basic performance level would be a more accurate reflection of what truly is a Proficient student due to the challenging levels of NAEP. Nonetheless, many subgroups within states are identified under this methodology of a lower proficiency level and in the end all states are classified as not making AYP.

It is not the premise of this paper to find fault with federal law, only to illustrate that the methodology that states used in setting initial AYP achievement targets and identifying schools and school districts in need of improvement could be replicated at the state level with data from NAEP. Under NCLB, all states must participate in the bi-annual assessment of mathematics and reading and grade 4 and grade 8. Nonetheless, NCLB does not offer any clear guidelines or stated positions regarding the specific use of

NAEP results for any kind of accountability decision. NAEP does provide the common instrument across states that could possibly dampen the arguments of differences in standards, assessment systems, and accountability systems across states. However, from the results of these analyses it is possible that further considerations should be taken into account regarding the belief of educational equity across subgroups within American education as well as portions of the current federal law.

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Appendix A Grade 4 Mathematics

red=did not make AYP **green**=made AYP with confidence interval

Jurisdictions	At or Above Proficient	CI	WHITE	CI	NATIVE	CI	ASIAN	CI	BLACK	CI	HISPANIC	CI	DISABILITY	CI	LEP	CI	LUNCH	CI
Alabama	18.8%	21.7%	26.8%		----		----		5.0%	7.0%	----		3.1%	6.2%	----		8.3%	9.9%
Alaska	30.2%		40.5%		12.6%	15.9%	27.0%		14.5%	21.4%	23.8%	32.4%	11.0%	14.7%	5.7%	8.8%	14.2%	17.3%
Arizona	25.4%		39.1%		8.3%	13.4%	41.4%		11.4%	18.3%	11.0%	13.2%	8.2%	12.7%	3.8%	6.2%	12.2%	14.2%
Arkansas	26.2%		33.8%		----		----		5.1%	6.9%	15.0%	21.3%	6.0%	8.5%	14.7%	22.3%	17.6%	19.8%
California	24.7%		42.4%		----		48.7%		8.7%	12.2%	10.6%	12.4%	11.8%	15.5%	5.7%	7.7%	11.4%	13.0%
Colorado	33.9%		43.5%		----		44.5%		12.2%	17.9%	12.7%	16.4%	9.1%	12.2%	8.7%	12.6%	14.3%	18.0%
Connecticut	41.1%		53.4%		----		52.0%		10.5%	13.8%	14.7%	19.4%	17.1%	22.2%	----		11.8%	14.7%
Delaware	31.1%		43.2%		----		59.0%		11.6%	14.0%	16.9%	22.6%	10.6%	14.3%	----		15.8%	18.3%
District of Columbia	7.1%	8.3%	71.3%		----		----		4.1%	5.3%	6.6%	10.5%	2.1%	3.9%	3.5%	6.6%	2.6%	3.4%
Florida	31.0%		42.5%		----		52.7%		8.3%	10.8%	26.5%		12.5%	16.4%	15.1%	20.2%	16.3%	18.7%
Georgia	26.9%		40.1%		----		53.4%		10.8%	12.6%	13.5%	18.6%	10.6%	14.7%	8.7%	16.5%	12.3%	14.3%
Hawaii	23.2%	25.6%	34.5%		----		20.8%	23.5%	15.7%	25.1%	16.7%	24.5%	4.8%	7.2%	2.8%	5.7%	11.4%	13.4%
Idaho	30.6%		33.5%		----		----		----		11.1%	15.0%	7.1%	10.4%	7.7%	13.0%	19.6%	22.3%
Illinois	31.5%		44.3%		----		57.6%		7.1%	9.5%	12.8%	15.3%	14.4%	18.1%	5.3%	8.8%	10.9%	12.9%
Indiana	35.1%		40.4%		----		----		7.2%	9.9%	18.4%	25.5%	16.6%	20.9%	----		17.2%	20.7%
Iowa	35.5%		38.5%		----		----		8.9%	14.6%	14.0%	19.9%	7.0%	9.7%	5.8%	13.1%	19.9%	22.8%
Kansas	41.3%		47.3%		----		----		12.7%	17.2%	19.5%	24.8%	13.0%	17.9%	6.9%	14.7%	23.6%	26.5%
Kentucky	22.1%	24.8%	24.0%	26.7%	----		----		8.3%	12.6%	----		7.6%	11.9%	----		11.8%	13.8%
Louisiana	21.3%	23.7%	38.9%		----		----		6.4%	8.2%	----		5.9%	8.4%	----		12.7%	14.7%
Maine	33.9%		34.4%		----		----		----		----		10.0%	13.9%	----		20.8%	24.3%
Maryland	31.2%		44.4%		----		57.5%		10.8%	13.2%	21.5%	28.4%	13.1%	17.0%	14.4%	28.9%	10.2%	12.4%
Massachusetts	41.2%		49.5%		----		48.6%		13.2%	19.1%	12.6%	17.1%	18.7%	22.8%	6.8%	14.4%	17.5%	21.4%
Michigan	34.2%		43.4%		----		46.6%		6.7%	9.1%	17.4%	26.2%	14.1%	19.4%	22.3%	35.2%	15.3%	18.2%
Minnesota	41.8%		47.0%		----		27.0%		15.8%	21.5%	14.2%	22.0%	16.8%	21.5%	3.1%	5.6%	20.3%	24.0%
Mississippi	17.0%	19.2%	30.1%		----		----		6.4%	8.6%	----		11.8%	17.5%	----		9.4%	11.4%
Missouri	29.9%		35.2%		----		----		8.7%	11.2%	14.1%	23.1%	14.8%	18.9%	----		15.5%	18.4%
Montana	31.1%		33.7%		11.1%	16.0%	----		----		25.3%		6.2%	9.7%	4.2%	9.1%	20.4%	24.3%
Nebraska	33.6%		39.2%		11.0%	22.4%	----		7.4%	11.3%	8.8%	13.9%	14.6%	19.3%	4.0%	***	16.8%	20.1%
Nevada	23.1%	25.1%	32.0%		9.7%	17.5%	33.7%		9.9%	13.2%	10.4%	13.1%	8.9%	12.2%	4.0%	6.4%	10.9%	12.9%
New Hampshire	42.6%		43.5%		----		----		----		18.6%	27.2%	15.2%	18.9%	12.0%	26.3%	23.6%	28.9%
New Jersey	38.8%		50.6%		----		61.3%		11.3%	14.6%	17.9%	21.6%	9.6%	13.7%	5.1%	11.4%	15.4%	19.5%
New Mexico	17.2%	19.4%	32.8%		7.2%	11.9%	----		9.6%	16.5%	9.9%	11.7%	11.8%	15.1%	8.0%	11.1%	11.2%	13.4%
New York	32.9%		45.0%		----		51.3%		11.9%	14.4%	14.5%	17.8%	11.5%	15.0%	5.2%	8.5%	18.1%	20.6%
North Carolina	40.8%		54.8%		----		60.2%		14.3%	16.7%	29.7%		25.9%		15.0%	23.0%	21.1%	24.0%
North Dakota	34.1%		36.9%		9.5%	14.4%	----		----		----		9.2%	13.1%	6.5%	13.0%	21.1%	24.6%
Ohio	35.7%		42.2%		----		----		9.5%	13.0%	15.5%	25.3%	9.0%	12.5%	13.7%	***	17.2%	21.1%
Oklahoma	22.6%	25.3%	28.8%		16.0%	20.9%	45.2%		5.9%	8.6%	11.0%	15.9%	8.1%	11.6%	10.1%	17.0%	14.2%	17.1%
Oregon	33.2%		36.5%		----		45.5%		19.7%	29.5%	14.9%	19.4%	12.7%	16.4%	7.7%	11.2%	19.3%	22.0%
Pennsylvania	35.7%		43.9%		----		----		8.0%	11.1%	12.0%	17.5%	12.0%	16.9%	----		15.6%	18.9%
Rhode Island	28.1%		36.7%		----		22.0%	32.4%	6.8%	10.3%	6.1%	8.3%	9.0%	11.9%	4.4%	9.7%	13.1%	15.6%
South Carolina	31.8%		45.7%		----		----		12.6%	15.5%	25.7%		13.6%	17.1%	----		17.7%	20.4%
South Dakota	33.7%		38.0%		9.3%	12.2%	----		----		19.5%	30.7%	14.5%	18.2%	4.8%	9.5%	20.5%	23.8%
Tennessee	23.7%	25.9%	30.0%		----		----		6.1%	8.3%	14.3%	24.1%	12.4%	17.9%	----		11.3%	13.7%
Texas	32.9%		49.3%		----		62.2%		15.2%	20.1%	21.3%	24.2%	16.1%	20.6%	6.8%	10.5%	20.0%	22.7%
Utah	31.3%		35.2%		----		16.5%	23.2%	----		10.9%	14.6%	8.9%	12.0%	8.5%	12.4%	19.6%	22.9%
Vermont	41.9%		42.0%		----		----		----		----		16.0%	19.9%	----		23.3%	27.8%
Virginia	36.1%		45.7%		----		59.7%		13.2%	16.5%	20.4%	27.8%	15.1%	21.0%	15.3%	21.8%	14.5%	18.0%
Washington	36.2%		40.5%		23.5%	33.3%	44.5%		17.2%	24.1%	18.2%	24.1%	10.6%	14.3%	5.1%	8.8%	19.7%	22.6%
West Virginia	23.9%	26.3%	24.0%	26.2%	----		----		12.6%	20.0%	----		7.0%	10.3%	----		16.5%	19.2%
Wisconsin	35.2%		42.8%		16.9%	26.1%	26.4%		7.5%	11.2%	12.6%	17.9%	8.7%	12.0%	10.3%	19.1%	16.6%	19.9%
Wyoming	38.8%		41.8%		15.8%	22.3%	----		----		20.0%	25.9%	13.0%	16.7%	10.0%	16.3%	25.3%	
NUMBER OF STATES	11	5	2	0	12	9	3	2	42	40	39	26	50	50	37	23	50	47
PERCENT OF STATES	21.6%	9.8%	3.9%	0.0%	23.5%	17.6%	5.9%	3.9%	82.4%	78.4%	76.5%	51.0%	98.0%	98.0%	72.5%	45.1%	98.0%	92.2%

Appendix A Grade 4 Reading

red=did not make AYP **green**=made AYP with confidence interval

Jurisdictions	At or Above Proficient		WHITE		NATIVE		ASIAN		BLACK		HISPANIC		DISABILITY		LEP		LUNCH	
	CI		CI		CI		CI		CI		CI		CI		CI		CI	
Alabama	22.2%	25.3%	30.5%		----		----		8.6%	11.5%	----		3.0%	5.4%	----		11.1%	12.7%
Alaska	27.7%		39.8%		9.4%	12.5%	17.7%	25.5%	21.1%	28.5%	21.0%	29.4%	8.0%	11.5%	5.7%	8.8%	13.1%	16.2%
Arizona	23.5%		34.8%		5.8%	9.5%	38.5%		12.8%	20.8%	11.8%	14.3%	5.7%	9.2%	3.8%	6.2%	11.3%	14.0%
Arkansas	28.1%		35.1%		----		----		9.9%	12.3%	17.7%	23.8%	5.1%	9.4%	14.7%	22.3%	20.1%	22.8%
California	21.1%	23.3%	35.5%		----		36.5%		10.7%	15.0%	9.3%	11.1%	4.9%	8.0%	5.7%	7.7%	9.6%	11.8%
Colorado	36.8%		45.0%		----		32.9%		18.1%	23.6%	18.2%	22.1%	8.4%	12.1%	8.7%	12.6%	19.4%	23.1%
Connecticut	42.6%		53.2%		----		43.8%		12.2%	16.1%	17.9%	25.3%	11.8%	18.7%	----		17.5%	21.8%
Delaware	32.8%		43.6%		----		48.4%		16.1%	19.8%	20.0%	27.8%	16.0%	22.7%	----		18.1%	21.0%
District of Columbia	10.4%	11.6%	69.7%		----		----		7.0%	8.2%	8.5%	12.0%	2.8%	5.5%	3.5%	6.6%	5.6%	7.0%
Florida	31.6%		42.0%		----		43.9%		13.3%	16.4%	24.0%		10.0%	13.7%	15.1%	20.2%	18.4%	21.1%
Georgia	26.6%		37.8%		----		42.9%		12.4%	14.6%	17.4%	22.3%	10.4%	14.3%	8.7%	16.5%	13.0%	16.1%
Hawaii	21.3%	23.8%	34.8%		----		18.2%	20.7%	17.5%	28.5%	16.5%	24.7%	2.9%	5.4%	2.8%	5.7%	13.1%	15.8%
Idaho	30.1%		33.2%		----		----		----		12.4%	16.5%	4.2%	7.7%	7.7%	13.0%	19.7%	23.0%
Illinois	30.8%		41.7%		----		46.0%		10.4%	12.9%	14.8%	19.7%	11.2%	16.1%	5.3%	8.8%	13.8%	16.2%
Indiana	32.7%		36.3%		----		----		11.0%	16.9%	26.1%		9.8%	13.9%	----		18.3%	22.0%
Iowa	34.7%		37.4%		----		----		8.5%	14.0%	16.9%	26.9%	4.8%	8.3%	5.8%	13.1%	18.6%	22.7%
Kansas	32.5%		36.7%		----		----		14.0%	20.3%	19.0%	23.5%	8.1%	12.0%	6.9%	14.7%	18.2%	20.9%
Kentucky	30.6%		32.6%		----		----		15.6%	21.1%	----		10.9%	16.8%	----		20.9%	23.4%
Louisiana	19.9%	22.1%	33.5%		----		----		8.0%	9.6%	----		5.6%	8.9%	----		11.6%	13.6%
Maine	35.5%		35.7%		----		----		----		----		9.8%	13.1%	----		23.9%	
Maryland	32.2%		44.3%		----		51.7%		13.8%	16.5%	23.5%		11.7%	17.2%	14.4%	28.9%	13.4%	16.1%
Massachusetts	40.4%		47.9%		----		39.9%		14.7%	19.0%	14.9%	20.0%	12.6%	15.9%	6.8%	14.4%	19.7%	23.4%
Michigan	31.9%		39.8%		----		50.6%		8.2%	10.6%	15.6%	22.7%	7.8%	13.1%	22.3%	35.2%	16.0%	19.1%
Minnesota	37.2%		42.5%		----		15.2%	21.3%	13.7%	19.6%	16.0%	26.0%	11.4%	14.5%	3.1%	5.6%	19.5%	22.8%
Mississippi	18.3%	20.8%	30.3%		----		----		8.1%	10.8%	----		12.0%	20.4%	----		10.6%	13.0%
Missouri	34.2%		38.9%		----		----		14.0%	18.3%	30.2%		14.5%	19.4%	----		19.3%	23.0%
Montana	34.9%		37.8%		15.3%	20.6%	----		----		----		6.2%	10.1%	4.2%	9.1%	19.8%	23.3%
Nebraska	32.3%		36.1%		----		----		16.9%	24.2%	14.0%	17.9%	9.8%	15.3%	4.0%	***	19.3%	22.6%
Nevada	20.4%	22.6%	27.8%		11.9%	23.9%	21.5%	30.5%	9.5%	14.0%	10.7%	13.6%	5.9%	9.4%	4.0%	6.4%	9.7%	12.4%
New Hampshire	40.0%		40.8%		----		----		----		18.7%	26.5%	9.3%	12.6%	12.0%	26.3%	18.4%	24.1%
New Jersey	38.5%		49.5%		----		47.2%		14.4%	18.5%	21.5%	26.0%	12.5%	17.4%	5.1%	11.4%	15.3%	18.8%
New Mexico	18.8%	21.3%	33.9%		6.1%	9.0%	----		17.8%	28.4%	12.6%	15.3%	12.9%	18.4%	8.0%	11.1%	12.9%	15.4%
New York	34.2%		47.8%		----		41.7%		14.4%	17.5%	18.4%	21.7%	10.7%	15.2%	5.2%	8.5%	18.4%	20.8%
North Carolina	32.7%		44.1%		8.4%	16.2%	35.6%		12.1%	14.3%	24.0%		12.5%	16.6%	15.0%	23.0%	15.7%	18.1%
North Dakota	31.8%		34.1%		12.7%	17.8%	----		----		----		6.2%	8.9%	6.5%	13.0%	18.6%	21.9%
Ohio	34.2%		38.5%		----		----		15.6%	19.5%	22.9%	34.5%	4.5%	6.9%	13.7%	***	18.6%	22.1%
Oklahoma	25.9%		31.5%		18.3%	23.0%	----		12.6%	17.1%	14.4%	20.1%	5.8%	9.3%	10.1%	17.0%	17.0%	19.4%
Oregon	30.5%		33.7%		----		33.0%		19.3%	28.1%	15.3%	20.2%	9.6%	14.1%	7.7%	11.2%	18.5%	22.2%
Pennsylvania	32.8%		40.1%		----		----		9.4%	12.3%	10.1%	18.1%	7.0%	10.5%	----		13.9%	16.6%
Rhode Island	29.2%		36.0%		----		28.4%		11.9%	16.4%	11.7%	15.4%	9.7%	13.6%	4.4%	9.7%	13.8%	16.7%
South Carolina	25.7%		36.2%		----		----		11.3%	13.7%	19.7%	30.9%	12.3%	17.4%	----		13.5%	15.3%
South Dakota	33.5%		37.1%		11.1%	15.4%	----		----		----		10.6%	15.7%	4.8%	9.5%	21.1%	24.4%
Tennessee	26.2%		31.7%		----		----		9.3%	12.4%	27.1%		14.5%	21.9%	----		15.0%	17.9%
Texas	26.5%		39.1%		----		38.7%		15.5%	20.0%	16.6%	19.1%	9.3%	14.2%	6.8%	10.5%	16.1%	18.5%
Utah	31.7%		35.1%		----		23.0%	34.2%	----		11.0%	14.5%	6.6%	10.1%	8.5%	12.4%	19.5%	22.6%
Vermont	36.8%		36.7%		----		----		----		----		13.5%	18.0%	----		22.2%	25.9%
Virginia	35.1%		43.8%		----		50.4%		16.0%	20.1%	19.8%	26.1%	18.5%	25.8%	15.3%	21.8%	15.8%	19.9%
Washington	33.1%		37.8%		21.3%	31.1%	29.1%		23.3%	29.8%	15.8%	21.1%	10.7%	14.0%	5.1%	8.8%	20.1%	23.6%
West Virginia	28.7%		29.1%		----		----		13.2%	23.0%	----		11.6%	19.8%	----		20.8%	23.7%
Wisconsin	32.6%		36.5%		25.1%		26.8%		12.5%	18.8%	19.9%	27.3%	6.5%	10.6%	10.3%	19.1%	17.6%	20.3%
Wyoming	33.7%		35.9%		10.4%	20.4%	----		----		22.6%	29.3%	5.5%	7.9%	10.0%	16.3%	23.0%	26.1%
NUMBER OF STATES	8	6	0	0	11	8	5	2	42	35	35	18	51	50	37	23	50	44
PERCENT OF STATES	15.7%	11.8%	0.0%	0.0%	21.6%	15.7%	9.8%	3.9%	82.4%	68.6%	68.6%	35.3%	100.0%	98.0%	72.5%	45.1%	98.0%	86.3%

Appendix A Grade 8 Mathematics

red=did not make AYP **green**=made AYP with confidence interval

Jurisdictions	At or Above Proficient	CI	WHITE	CI	NATIVE	CI	ASIAN	CI	BLACK	CI	HISPANIC	CI	DISABILITY	CI	LEP	CI	LUNCH	CI
Alabama	15.7%	18.4%	22.8%		----		----		3.1%	4.3%	----		1.9%	4.1%	----		6.6%	8.4%
Alaska	30.0%		41.1%		11.6%	14.1%	29.1%		11.3%	18.6%	11.5%	19.5%	9.1%	12.6%	8.8%	12.7%	13.5%	17.4%
Arizona	20.9%	23.3%	32.1%		6.7%	11.8%	----		7.1%	13.4%	8.6%	10.4%	2.8%	5.5%	3.6%	5.6%	9.5%	11.9%
Arkansas	18.6%	21.0%	24.1%		----		----		3.4%	5.4%	7.0%	13.9%	1.3%	2.9%	----		12.3%	14.7%
California	21.7%		33.9%		----		39.3%		5.7%	8.6%	7.8%	10.2%	4.9%	7.4%	3.9%	6.1%	8.6%	10.6%
Colorado	34.4%		42.9%		----		38.3%		8.9%	15.6%	11.7%	15.2%	7.5%	11.0%	4.7%	8.8%	13.0%	16.1%
Connecticut	35.2%		44.0%		----		51.2%		7.1%	10.8%	11.4%	15.7%	8.4%	12.9%	11.0%	19.4%	12.1%	16.8%
Delaware	25.7%		34.6%		----		----		8.0%	11.1%	11.4%	17.9%	3.0%	6.1%	----		10.5%	13.6%
District of Columbia	5.9%	7.1%	----		----		----		3.4%	4.4%	3.5%	6.8%	0.9%	***	3.1%	7.0%	2.2%	3.4%
Florida	23.3%		34.0%		----		41.0%		6.6%	9.1%	16.3%	20.6%	5.2%	8.3%	1.6%	***	10.8%	13.7%
Georgia	21.5%	23.9%	32.2%		----		40.0%		6.5%	8.3%	13.8%	21.1%	5.5%	9.6%	4.4%	***	7.7%	9.7%
Hawaii	16.8%	18.8%	24.9%		----		15.5%	17.7%	----		16.4%	25.6%	1.3%	2.9%	1.6%	***	7.6%	9.4%
Idaho	28.3%		31.2%		----		----		----		7.2%	11.1%	5.0%	7.9%	3.3%	5.8%	16.5%	19.6%
Illinois	29.2%		40.0%		----		58.4%		6.4%	9.3%	8.7%	12.6%	5.2%	8.3%	3.7%	8.4%	10.3%	12.7%
Indiana	30.7%		35.1%		----		----		6.9%	12.6%	9.1%	16.9%	4.0%	6.9%	----		16.1%	19.2%
Iowa	33.4%		35.5%		----		----		10.7%	18.3%	10.4%	17.1%	3.8%	6.2%	9.0%	16.3%	15.1%	18.2%
Kansas	34.0%		38.7%		----		34.3%		8.2%	11.9%	16.1%	22.2%	5.6%	8.9%	9.4%	17.0%	19.0%	22.3%
Kentucky	23.7%		25.4%		----		----		5.2%	8.9%	----		3.0%	4.8%	----		11.5%	14.4%
Louisiana	17.2%	19.7%	27.9%		----		----		5.3%	7.3%	----		4.1%	7.6%	----		8.1%	10.3%
Maine	29.4%		29.7%		----		----		----		----		6.8%	11.9%	----		15.8%	19.1%
Maryland	29.8%		40.5%		----		55.6%		9.1%	11.8%	15.1%	22.2%	11.7%	16.2%	----		10.2%	13.7%
Massachusetts	38.3%		44.0%		----		57.5%		9.6%	12.9%	9.2%	12.9%	8.6%	12.3%	4.3%	***	13.2%	16.3%
Michigan	27.8%		35.1%		----		----		4.0%	6.2%	14.4%	25.4%	5.3%	9.6%	----		12.6%	16.1%
Minnesota	43.7%		48.5%		----		31.7%		8.7%	13.4%	16.5%	27.1%	6.4%	10.3%	4.3%	8.8%	23.5%	
Mississippi	12.3%	14.5%	21.5%	25.4%	----		----		3.2%	4.6%	----		1.5%	***	----		4.5%	6.1%
Missouri	28.0%		32.0%		----		----		6.3%	9.2%	----		4.9%	7.8%	----		13.4%	16.3%
Montana	34.9%		37.2%		14.6%	20.9%	----		----		----		4.1%	6.8%	----		22.7%	
Nebraska	32.3%		36.1%		----		----		6.7%	12.2%	10.1%	15.2%	4.2%	7.1%	----		15.1%	18.4%
Nevada	20.3%	21.7%	27.0%		----		30.8%		8.8%	13.3%	7.2%	9.4%	3.8%	6.3%	3.3%	7.6%	10.4%	12.8%
New Hampshire	34.7%		35.4%		----		----		----		----		8.3%	11.8%	----		16.3%	21.2%
New Jersey	33.3%		42.3%		----		60.9%		7.0%	10.1%	14.3%	19.0%	7.5%	10.4%	----		10.0%	13.1%
New Mexico	15.1%	16.7%	30.7%		2.8%	4.8%	----		4.8%	9.9%	7.2%	8.6%	6.4%	8.8%	3.0%	4.6%	6.8%	8.6%
New York	32.0%		44.0%		----		41.3%		10.0%	12.5%	15.8%	21.1%	6.9%	10.0%	3.5%	6.0%	15.5%	18.0%
North Carolina	32.2%		44.3%		13.0%	18.7%	48.0%		11.3%	14.0%	16.1%	24.3%	12.9%	17.0%	6.8%	11.9%	14.0%	16.5%
North Dakota	36.3%		38.9%		10.6%	15.7%	----		----		----		6.1%	9.8%	----		23.1%	
Ohio	30.4%		35.4%		----		----		8.1%	11.0%	18.2%	32.1%	5.0%	8.9%	2.8%	***	11.5%	15.0%
Oklahoma	20.1%	22.3%	24.9%		13.6%	17.7%	----		5.4%	7.8%	9.4%	15.5%	4.4%	7.3%	12.4%	24.0%	10.3%	12.8%
Oregon	32.0%		35.1%		13.8%	25.2%	41.3%		16.8%	26.0%	12.2%	17.7%	6.9%	10.6%	4.0%	7.3%	17.1%	20.6%
Pennsylvania	29.9%		35.3%		----		----		4.1%	6.8%	5.8%	12.1%	6.3%	9.2%	----		10.3%	12.8%
Rhode Island	23.8%		29.0%		----		19.6%	30.2%	5.4%	8.5%	5.3%	8.2%	7.7%	10.4%	2.6%	5.9%	8.0%	10.5%
South Carolina	26.3%		39.4%		----		----		8.2%	10.0%	----		5.2%	8.9%	----		12.3%	14.3%
South Dakota	34.7%		37.5%		9.3%	13.8%	----		----		----		4.7%	7.4%	3.7%	***	22.1%	
Tennessee	21.0%	23.9%	25.8%		----		----		5.4%	7.4%	----		16.2%	21.7%	----		8.6%	11.0%
Texas	24.9%		38.4%		----		58.2%		8.1%	11.0%	13.5%	16.2%	3.7%	6.6%	3.6%	7.3%	11.9%	14.3%
Utah	31.0%		34.4%		----		25.5%		----		6.8%	10.9%	5.0%	8.5%	6.9%	12.0%	17.9%	21.6%
Vermont	35.0%		35.3%		----		----		----		----		10.1%	13.0%	----		16.1%	19.2%
Virginia	31.1%		39.8%		----		48.4%		10.6%	13.5%	17.0%	24.3%	10.0%	13.7%	----		10.7%	13.4%
Washington	32.3%		35.6%		16.8%	27.4%	37.1%		13.3%	19.4%	16.7%	22.6%	4.8%	7.9%	6.1%	11.6%	16.2%	19.3%
West Virginia	19.6%	22.1%	20.0%	22.5%	----		----		5.9%	12.8%	----		0.8%	2.0%	----		10.2%	12.7%
Wisconsin	35.2%		40.0%		----		16.6%	26.2%	4.6%	8.5%	15.7%	23.7%	6.5%	10.0%	----		11.8%	15.1%
Wyoming	32.3%		34.6%		13.5%	21.7%	----		----		12.6%	18.9%	3.6%	5.4%	7.4%	13.9%	18.5%	21.8%
NUMBER OF STATES	13	7	2	0	11	7	3	1	41	40	37	26	51	48	28	20	47	45
PERCENT OF STATES	25.5%	13.7%	3.9%	0.0%	21.6%	13.7%	5.9%	2.0%	80.4%	78.4%	72.5%	51.0%	100.0%	94.1%	54.9%	39.2%	92.2%	88.2%

Appendix A Grade 8 Reading

red=did not make AYP **green**=made AYP with confidence interval

Jurisdictions	At or Above Proficient	CI	WHITE	CI	NATIVE	CI	ASIAN	CI	BLACK	CI	HISPANIC	CI	DISABILITY	CI	LEP	CI	LUNCH	CI
Alabama	22.3%	25.6%	29.9%		----		----		8.8%	11.9%	----		2.3%	4.7%	----		11.3%	13.5%
Alaska	26.8%		36.2%		11.0%	13.9%	23.4%	31.2%	13.2%	23.0%	17.1%	24.2%	4.3%	6.8%	6.5%	9.6%	12.2%	16.5%
Arizona	24.9%		36.5%		7.8%	12.7%	----		16.0%	23.1%	11.8%	15.7%	2.8%	5.3%	2.8%	4.8%	11.7%	14.6%
Arkansas	26.8%		32.9%		----		----		6.5%	8.9%	25.4%		3.5%	6.4%	----		19.5%	22.4%
California	22.4%	25.1%	33.7%		----		36.7%		11.6%	17.1%	10.9%	13.4%	3.3%	6.4%	4.5%	6.9%	12.0%	14.5%
Colorado	36.0%		43.5%		----		47.4%		16.4%	23.7%	13.9%	18.6%	5.5%	9.4%	4.3%	***	16.5%	20.8%
Connecticut	37.0%		45.1%		----		54.1%		12.1%	16.0%	13.8%	20.1%	5.6%	9.1%	----		14.9%	19.2%
Delaware	31.0%		39.8%		----		51.9%		12.9%	15.8%	12.7%	18.4%	3.5%	7.2%	----		15.6%	19.1%
District of Columbia	10.4%	12.0%	----		----		----		7.7%	9.3%	11.4%	17.7%	1.0%	2.4%	6.1%	***	6.0%	7.8%
Florida	26.7%		37.1%		----		----		10.6%	14.5%	19.5%	23.2%	4.1%	6.6%	6.2%	11.9%	15.5%	18.4%
Georgia	26.1%		36.2%		----		38.9%		12.5%	16.2%	15.6%	25.2%	2.4%	5.1%	----		12.3%	14.7%
Hawaii	21.6%	23.6%	30.7%		----		19.3%	21.1%	----		27.8%		1.4%	2.6%	2.1%	4.6%	12.3%	14.8%
Idaho	32.3%		35.0%		----		----		----		11.6%	17.3%	2.2%	4.2%	7.1%	12.8%	22.0%	25.9%
Illinois	34.5%		44.7%		----		52.8%		13.2%	16.5%	15.7%	20.0%	5.1%	8.6%	6.3%	13.6%	15.1%	17.6%
Indiana	32.7%		36.3%		----		----		13.2%	16.5%	16.1%	25.1%	3.2%	6.1%	----		15.8%	18.9%
Iowa	35.6%		37.7%		----		----		10.3%	15.6%	12.7%	20.7%	4.3%	6.5%	----		17.8%	22.3%
Kansas	35.0%		39.6%		----		34.7%		10.0%	16.7%	17.1%	24.5%	8.4%	12.1%	----		21.6%	27.1%
Kentucky	33.6%		35.7%		----		----		13.6%	20.3%	----		7.1%	10.6%	----		23.2%	27.3%
Louisiana	21.7%	24.4%	33.0%		----		----		9.1%	11.6%	----		7.3%	13.2%	----		13.6%	16.0%
Maine	36.8%		37.0%		----		----		----		----		10.1%	15.4%	----		25.3%	
Maryland	30.6%		39.9%		----		55.5%		12.7%	15.8%	20.2%	27.8%	7.0%	11.3%	----		12.8%	16.3%
Massachusetts	43.3%		49.0%		----		52.5%		17.8%	25.2%	14.1%	19.0%	10.8%	15.1%	1.6%	***	18.5%	22.8%
Michigan	32.3%		39.1%		----		----		12.1%	17.6%	27.1%		3.9%	7.6%	----		15.0%	19.3%
Minnesota	37.2%		41.6%		----		25.6%		12.1%	18.2%	15.9%	27.3%	6.3%	9.6%	2.7%	6.2%	16.8%	20.9%
Mississippi	20.9%	24.0%	32.1%		----		----		9.2%	11.6%	----		0.7%	***	----		12.5%	14.3%
Missouri	34.4%		38.8%		----		----		10.3%	13.4%	----		6.8%	10.1%	----		21.4%	25.3%
Montana	37.2%		40.0%		13.4%	20.7%	----		----		----		6.2%	10.1%	----		24.7%	
Nebraska	35.0%		39.1%		----		----		9.9%	17.0%	11.4%	17.3%	4.7%	7.4%	----		20.8%	24.5%
Nevada	20.6%	23.0%	28.6%		----		24.6%		7.0%	10.7%	8.1%	10.5%	2.1%	4.6%	2.2%	4.6%	12.8%	15.2%
New Hampshire	40.4%		41.0%		----		----		----		----		7.8%	11.1%	----		22.0%	26.7%
New Jersey	36.9%		45.9%		----		62.5%		15.2%	19.7%	16.9%	21.4%	5.0%	7.7%	----		15.3%	18.6%
New Mexico	19.7%	21.3%	35.0%		10.9%	16.8%	----		13.8%	21.8%	11.6%	13.6%	7.9%	10.8%	4.1%	6.6%	10.5%	12.7%
New York	35.1%		47.7%		----		42.2%		14.0%	17.1%	17.8%	23.3%	7.9%	11.6%	4.0%	8.3%	17.6%	20.5%
North Carolina	28.7%		38.5%		10.4%	24.1%	30.2%		13.0%	15.5%	15.1%	20.8%	11.2%	17.9%	5.5%	***	13.4%	16.3%
North Dakota	38.2%		40.4%		12.3%	19.6%	----		----		----		6.3%	9.6%	----		26.8%	
Ohio	34.0%		39.1%		----		----		12.7%	16.2%	37.3%		4.3%	8.0%	----		17.7%	23.8%
Oklahoma	29.8%		34.2%		25.8%		----		13.2%	19.7%	17.1%	24.7%	3.3%	5.8%	17.0%	26.2%	19.3%	22.4%
Oregon	33.1%		35.7%		----		34.3%		17.9%	28.1%	18.5%	24.6%	6.6%	10.7%	6.6%	12.3%	21.9%	25.8%
Pennsylvania	32.1%		36.1%		----		----		11.2%	14.7%	24.3%		4.4%	7.3%	----		14.7%	19.4%
Rhode Island	29.9%		35.6%		----		22.5%	34.1%	14.5%	20.4%	8.3%	11.2%	8.3%	11.2%	1.5%	***	15.0%	17.9%
South Carolina	24.2%		35.5%		----		----		9.7%	12.1%	----		4.2%	8.7%	----		13.3%	15.7%
South Dakota	38.6%		41.4%		15.0%	22.3%	----		----		----		3.7%	6.8%	----		29.8%	
Tennessee	26.0%		31.6%		----		----		8.7%	12.2%	----		14.2%	21.1%	----		13.4%	17.1%
Texas	25.9%		39.5%		----		36.6%		13.7%	17.2%	14.2%	17.3%	5.5%	9.4%	1.8%	***	12.2%	14.7%
Utah	32.4%		35.2%		----		27.8%		----		12.7%	20.9%	2.6%	5.0%	11.1%	19.1%	19.2%	23.7%
Vermont	38.5%		39.0%		----		----		----		----		10.9%	15.2%	----		19.4%	23.1%
Virginia	35.8%		44.1%		----		40.0%		15.2%	18.7%	30.6%		8.9%	13.6%	----		17.4%	21.7%
Washington	33.0%		36.2%		17.6%	27.6%	38.9%		19.1%	26.0%	15.6%	23.6%	3.9%	6.8%	3.8%	***	18.3%	21.0%
West Virginia	24.9%		25.5%		----		----		13.3%	20.9%	----		2.6%	5.3%	----		17.1%	19.8%
Wisconsin	36.5%		40.9%		----		23.5%	35.7%	7.5%	12.2%	16.8%	28.6%	4.0%	6.9%	----		16.5%	21.0%
Wyoming	33.7%		36.0%		8.4%	13.9%	----		----		19.9%	27.5%	4.3%	6.7%	1.7%	***	21.0%	24.3%
NUMBER OF STATES	8	5	0	0	9	6	4	1	41	38	31	21	51	50	22	13	47	39
PERCENT OF STATES	15.7%	9.8%	0.0%	0.0%	17.6%	11.8%	7.8%	2.0%	80.4%	74.5%	60.8%	41.2%	100.0%	98.0%	43.1%	25.5%	92.2%	76.5%

Appendix B Grade 4 Mathematics

red=did not make AYP **green**=made AYP with confidence interval

Jurisdictions	At or Above		WHITE		NATIVE		ASIAN		BLACK		HISPANIC		DISABILITY		LEP		LUNCH	
	Basic	CI		CI		CI		CI		CI		CI		CI		CI		CI
Alabama	64.6%	67.9%	78.2%		----		----		41.0%	45.5%	----		21.6%	27.5%	----		50.2%	53.9%
Alaska	74.8%		86.2%		54.2%	59.9%	72.8%		63.6%	73.4%	68.3%	79.3%	46.1%	52.0%	48.5%	54.6%	58.8%	63.3%
Arizona	70.0%		85.0%		44.3%	56.8%	88.6%		51.8%	63.4%	55.7%	60.2%	44.2%	51.1%	38.0%	42.7%	55.3%	59.0%
Arkansas	71.2%		82.9%		----		----		39.1%	45.6%	61.5%	72.3%	34.7%	41.4%	62.8%	77.1%	61.3%	65.2%
California	67.1%	69.3%	85.9%		----		86.8%		50.8%	56.7%	53.2%	55.9%	41.0%	47.5%	46.6%	49.9%	54.0%	57.3%
Colorado	77.0%		87.5%		----		81.0%		54.2%	63.2%	54.2%	59.7%	42.5%	49.6%	35.4%	43.8%	57.7%	63.6%
Connecticut	82.4%		92.4%		----		92.2%		55.0%	60.1%	63.8%	69.7%	56.1%	62.6%	45.6%	56.8%	60.1%	63.8%
Delaware	80.7%		90.7%		----		87.1%		66.2%	71.1%	69.0%	77.6%	50.2%	56.5%	----		68.7%	72.0%
District of Columbia	36.4%	38.6%	96.5%		----		----		33.3%	35.7%	38.5%	45.6%	9.1%	13.2%	27.8%	37.4%	29.3%	31.7%
Florida	75.6%		86.6%		----		89.8%		51.9%	58.0%	74.4%		50.2%	57.5%	62.0%	69.4%	63.0%	67.5%
Georgia	71.6%		84.4%		----		87.0%		56.0%	59.9%	60.0%	70.4%	43.1%	49.6%	41.3%	58.7%	58.6%	61.7%
Hawaii	68.4%	71.1%	82.2%		----		65.6%	68.9%	63.8%	75.2%	55.1%	64.7%	27.2%	33.1%	23.0%	30.8%	54.3%	58.0%
Idaho	79.6%		84.1%		----		----		----		54.9%	61.2%	41.1%	47.6%	43.9%	51.3%	69.3%	72.4%
Illinois	73.0%		87.5%		----		92.2%		44.1%	49.0%	54.8%	60.7%	51.0%	58.8%	34.4%	41.1%	52.5%	55.8%
Indiana	82.4%		87.4%		----		----		53.9%	59.4%	68.9%	77.9%	57.9%	64.8%	55.0%	69.1%	68.6%	72.3%
Iowa	83.2%		86.5%		----		----		50.5%	61.9%	62.5%	71.7%	46.3%	52.6%	53.5%	66.8%	70.4%	
Kansas	84.9%		89.6%		----		----		55.1%	59.8%	78.1%		57.3%	64.7%	66.7%	81.0%	75.4%	
Kentucky	72.2%		75.2%		----		----		53.1%	62.3%	----		40.4%	48.2%	----		61.6%	65.3%
Louisiana	66.8%	70.3%	88.0%		----		----		48.8%	53.9%	----		40.0%	47.1%	----		59.3%	63.2%
Maine	82.5%		83.0%		----		----		----		----		49.2%	56.5%	----		70.9%	
Maryland	72.6%		85.1%		----		89.8%		53.4%	57.5%	68.2%	76.2%	48.8%	56.4%	56.4%	70.5%	51.9%	56.4%
Massachusetts	84.5%		90.9%		----		88.9%		62.1%	68.4%	63.4%	71.8%	65.3%	70.2%	55.0%	65.6%	69.4%	73.5%
Michigan	77.0%		88.0%		----		86.3%		42.4%	46.3%	61.2%	74.3%	58.5%	68.3%	63.0%	77.5%	58.5%	61.6%
Minnesota	83.9%		89.2%		----		68.1%	74.6%	54.2%	62.2%	60.4%	71.4%	57.1%	63.4%	49.6%	56.1%	67.3%	70.8%
Mississippi	62.4%	66.3%	82.8%		----		----		45.8%	50.5%	----		46.5%	56.7%	----		53.0%	57.1%
Missouri	79.1%		86.0%		----		----		53.5%	58.6%	56.8%	73.7%	60.6%	66.7%	----		67.5%	71.0%
Montana	81.4%		84.5%		54.9%	62.9%	----		----		83.2%		46.7%	53.6%	40.4%	51.6%	71.2%	
Nebraska	79.9%		86.7%		61.1%	78.2%	----		44.3%	53.5%	50.8%	58.4%	59.6%	65.7%	33.6%	44.8%	62.6%	66.1%
Nevada	69.5%	72.2%	81.3%		55.3%	69.2%	82.1%		51.6%	59.4%	53.0%	58.7%	39.9%	46.8%	39.0%	44.5%	52.9%	57.0%
New Hampshire	87.2%		88.2%		----		----		----		64.5%	74.7%	63.2%	69.1%	60.2%	72.7%	71.7%	
New Jersey	80.4%		90.4%		----		94.5%		55.0%	62.3%	66.6%	72.1%	48.8%	55.3%	48.3%	67.3%	60.4%	66.5%
New Mexico	63.0%	66.5%	82.3%		45.2%	55.8%	----		56.1%	70.0%	55.4%	59.3%	38.9%	44.6%	41.2%	46.7%	55.2%	59.5%
New York	78.7%		90.6%		----		90.5%		58.0%	62.9%	62.1%	66.8%	51.3%	57.0%	39.0%	48.0%	66.1%	69.2%
North Carolina	84.8%		93.6%		----		93.4%		68.3%	72.2%	79.1%		69.8%		73.8%		73.3%	
North Dakota	83.2%		86.5%		51.8%	60.6%	----		----		----		51.3%	57.8%	45.9%	54.3%	71.8%	
Ohio	80.9%		87.3%		----		----		54.4%	61.3%	65.9%	80.4%	51.0%	59.2%	46.6%	69.5%	64.0%	69.7%
Oklahoma	73.6%		81.6%		68.3%	74.4%	91.0%		46.6%	54.0%	60.6%	70.0%	43.4%	50.7%	59.4%	70.6%	65.2%	69.5%
Oregon	78.9%		84.0%		----		87.7%		60.5%	69.9%	54.0%	60.3%	54.5%	60.8%	46.4%	51.7%	68.4%	71.9%
Pennsylvania	77.5%		86.6%		----		----		48.0%	53.7%	52.4%	62.2%	42.1%	49.2%	----		60.0%	64.5%
Rhode Island	71.5%		82.8%		62.9%	72.5%	----		44.7%	53.9%	41.7%	48.4%	44.5%	50.0%	23.1%	33.3%	55.0%	58.9%
South Carolina	79.2%		89.5%		----		----		64.8%	68.7%	78.2%		61.7%	70.7%	----		69.0%	72.1%
South Dakota	82.2%		87.0%		54.3%	62.3%	----		----		62.7%	74.9%	55.8%	62.3%	33.9%	46.6%	70.3%	
Tennessee	69.6%		80.1%		----		----		40.8%	47.9%	56.6%	73.7%	38.5%	46.7%	----		54.0%	59.3%
Texas	82.3%		91.9%		----		97.9%		70.7%		75.9%		65.2%	72.5%	59.8%	67.4%	74.9%	
Utah	79.0%		83.6%		65.8%	73.8%	----		----		52.5%	58.4%	49.5%	55.2%	51.3%	57.4%	66.9%	70.6%
Vermont	84.8%		85.3%		----		----		----		----		60.3%	66.0%	----		71.0%	
Virginia	82.8%		89.9%		----		94.0%		66.3%	70.4%	74.8%		59.3%	66.7%	68.4%	75.5%	68.0%	71.5%
Washington	81.0%		86.1%		69.0%	82.5%	84.9%		61.7%	70.5%	60.7%	68.3%	47.5%	52.2%	45.1%	53.5%	68.4%	71.7%
West Virginia	75.3%		75.7%		----		----		61.6%	75.5%	----		39.1%	46.4%	----		68.4%	71.9%
Wisconsin	79.4%		87.8%		59.3%	78.9%	71.5%		41.2%	49.4%	63.1%	72.7%	45.1%	51.6%	52.3%	65.4%	61.1%	66.0%
Wyoming	87.1%		89.3%		62.6%	74.6%	----		----		75.9%		60.8%	67.5%	54.4%	66.2%	79.7%	
NUMBER OF STATES	8	5	0	0	12	6	4	1	41	32	35	15	50	47	38	21	40	27
PERCENT OF STATES	15.7%	9.8%	0.0%	0.0%	23.5%	11.8%	7.8%	2.0%	80.4%	62.7%	68.6%	29.4%	98.0%	92.2%	74.5%	41.2%	78.4%	52.9%

NAEP as an Indicator of AYP

Appendix B Grade 4 Reading

red=did not make AYP **green**=made AYP with confidence interval

Jurisdictions	BASIC	CI	WHITE	CI	NATIVE	CI	ASIAN	CI	BLACK	CI	HISPANIC	CI	DISABILITY	CI	LEP
Alabama	52.5%	56.0%	65.5%		----		----		31.2%	36.3%	----		13.4%	18.3%	----
Alaska	57.7%		73.1%		29.7%	34.4%	50.4%	62.4%	56.3%		55.0%		24.6%	30.3%	24.3%
Arizona	54.2%		71.2%		24.7%	30.6%	68.4%		40.6%	51.6%	37.6%	42.1%	23.1%	31.3%	18.6%
Arkansas	59.6%		70.0%		----		----		32.4%	38.3%	48.5%	58.7%	19.0%	26.1%	45.4%
California	49.6%	52.7%	69.4%		----		68.2%		36.6%	44.8%	33.4%	36.7%	21.8%	26.9%	25.4%
Colorado	69.4%		78.2%		----		68.5%		53.6%	61.4%	48.4%	52.9%	26.9%	33.6%	33.8%
Connecticut	73.7%		84.2%		----		73.6%		45.7%	50.8%	49.4%	56.1%	35.7%	43.3%	----
Delaware	70.9%		82.4%		----		86.0%		54.3%		53.2%	61.6%	47.5%	56.3%	----
District of Columbia	31.0%	33.2%	90.2%		----		----		27.3%	29.8%	29.5%	36.8%	8.9%	13.0%	19.0%
Florida	62.8%		75.0%		----		79.2%		39.9%	45.4%	55.4%		27.9%	34.2%	42.6%
Georgia	58.9%		72.3%		----		77.2%		42.0%	45.5%	48.5%	58.1%	27.7%	32.4%	28.2%
Hawaii	53.5%	56.4%	67.5%		----		49.7%	53.0%	58.2%		53.1%	65.6%	11.0%	15.7%	12.6%
Idaho	64.5%		68.7%		----		----		----		39.2%	45.7%	18.6%	24.5%	29.2%
Illinois	61.2%		74.3%		----		83.9%		36.1%	39.8%	42.1%	48.2%	31.5%	38.8%	21.6%
Indiana	66.0%		70.6%		----		----		37.7%	46.3%	58.1%		33.5%	39.8%	----
Iowa	70.2%		73.8%		----		----		34.3%	43.1%	47.7%	58.7%	19.8%	27.2%	33.0%
Kansas	66.0%		71.2%		----		----		39.6%	46.7%	51.4%	61.4%	29.1%	34.8%	32.8%
Kentucky	64.1%		67.1%		----		----		43.8%	51.8%	----		32.6%	44.0%	----
Louisiana	48.8%	52.1%	70.5%		----		----		30.1%	34.0%	----		19.5%	26.0%	----
Maine	70.3%		70.7%		----		----		----		----		37.0%	43.3%	----
Maryland	62.1%		76.0%		----		79.7%		41.4%	46.5%	51.9%	62.9%	34.3%	42.1%	35.9%
Massachusetts	73.2%		81.0%		----		73.8%		50.1%	56.0%	42.9%	49.0%	41.2%	48.8%	31.9%
Michigan	64.1%		75.3%		----		75.0%		29.6%	34.3%	47.6%	58.8%	30.2%	40.2%	46.5%
Minnesota	68.7%		75.9%		----		37.0%	44.8%	38.5%	46.3%	36.1%	46.5%	29.7%	35.4%	16.1%
Mississippi	48.6%	51.9%	67.1%		----		----		32.7%	37.2%	----		36.0%	46.0%	----
Missouri	68.0%		73.1%		----		----		45.6%	50.7%	61.0%		38.7%	48.1%	----
Montana	69.4%		73.7%		37.9%	46.1%	----		----		----		30.7%	40.1%	18.6%
Nebraska	66.3%		71.1%		----		----		46.6%	56.8%	43.8%	50.5%	30.9%	38.5%	23.0%
Nevada	52.0%	54.9%	63.4%		34.0%	44.2%	59.4%		36.8%	44.6%	35.7%	40.0%	22.6%	28.9%	20.9%
New Hampshire	74.8%		75.7%		----		----		----		47.6%	63.5%	34.4%	40.5%	44.9%
New Jersey	69.9%		81.5%		----		78.7%		41.1%	49.5%	55.8%		37.9%	45.0%	20.4%
New Mexico	47.3%	50.8%	66.8%		24.7%	31.0%	----		45.3%	56.5%	40.7%	45.0%	28.1%	35.0%	25.5%
New York	67.2%		82.4%		----		74.6%		44.1%	48.8%	50.7%	56.0%	32.6%	39.3%	26.9%
North Carolina	65.6%		77.5%		41.1%	48.5%	73.4%		43.8%	47.7%	56.3%		36.4%	43.3%	44.2%
North Dakota	68.7%		71.7%		43.0%	50.4%	----		----		----		28.5%	33.6%	28.2%
Ohio	68.6%		74.2%		----		----		44.5%	50.4%	48.1%	62.4%	19.8%	28.4%	26.4%
Oklahoma	60.3%		67.7%		52.4%	59.7%	----		41.2%	47.1%	43.8%	50.5%	19.0%	24.3%	36.6%
Oregon	63.2%		67.6%		----		61.4%		47.5%	59.5%	42.7%	49.0%	30.6%	37.3%	28.2%
Pennsylvania	64.9%		74.7%		----		----		32.1%	37.2%	40.5%	51.1%	24.4%	30.9%	----
Rhode Island	62.2%		70.9%		----		66.5%		40.2%	47.8%	39.2%	45.7%	34.0%	39.9%	18.9%
South Carolina	59.5%		74.0%		----		----		40.3%	43.6%	48.3%	63.2%	37.2%	45.4%	----
South Dakota	68.8%		73.7%		39.5%	46.4%	----		----		----		34.6%	42.4%	20.6%
Tennessee	57.2%		66.5%		----		73.3%		30.3%	36.8%	50.8%	67.7%	30.2%	38.8%	----
Texas	59.0%		73.8%		----		----		43.7%	48.8%	48.2%	51.3%	32.6%	42.0%	26.5%
Utah	66.1%		70.9%		----		53.7%	66.6%	----		35.8%	43.8%	23.9%	29.0%	30.7%
Vermont	73.4%		73.4%		----		----		----		----		44.1%	51.9%	----
Virginia	68.7%		77.5%		----		79.2%		49.1%	54.6%	54.6%		42.6%	51.0%	39.8%
Washington	67.2%		72.9%		57.3%		64.3%		58.2%		43.6%	50.1%	31.3%	37.4%	22.5%
West Virginia	64.9%		65.4%		----		----		45.3%	62.2%	----		33.7%	46.0%	----
Wisconsin	67.8%		72.9%		57.9%		54.2%		42.0%	50.0%	53.5%	64.9%	22.9%	28.8%	38.1%
Wyoming	68.6%		71.4%		29.8%	39.4%	----		----		58.8%		25.0%	29.9%	31.8%
NUMBER OF STATES	8	5	0	0	10	8	4	2	38	31	33	17	51	50	37
PERCENT OF STATES	15.7%	9.8%	0.0%	0.0%	19.6%	15.7%	7.8%	3.9%	74.5%	60.8%	64.7%	33.3%	100.0%	98.0%	72.5%

Appendix B Grade 8 Mathematics

red=did not make AYP **green**=made AYP with confidence interval

Jurisdictions	At or Above Basic	CI	WHITE	CI	NATIVE	CI	ASIAN	CI	BLACK	CI	HISPANIC	CI	DISABILITY	CI	LEP	CI	LUNCH	CI
Alabama	52.9%	56.2%	68.1%		----		----		26.8%	31.7%	----		12.1%	17.6%	----		35.2%	38.7%
Alaska	69.7%		81.2%		48.9%	54.8%	70.5%		55.9%	67.7%	50.7%	62.5%	34.2%	41.3%	37.1%	44.2%	50.6%	56.5%
Arizona	61.5%		77.6%		39.2%	47.2%	----		45.0%	56.2%	44.7%	48.8%	24.8%	31.9%	26.5%	33.2%	45.0%	49.3%
Arkansas	57.9%	61.0%	69.3%		----		----		26.4%	31.5%	37.2%	49.4%	12.4%	16.1%	----		46.7%	51.2%
California	55.7%	58.2%	73.6%		----		74.3%		34.7%	42.3%	36.8%	40.7%	20.0%	25.5%	23.9%	29.0%	38.2%	41.3%
Colorado	73.8%		83.6%		----		80.4%		40.2%	51.4%	48.2%	53.5%	35.3%	42.2%	25.3%	33.9%	50.4%	53.9%
Connecticut	73.2%		83.1%		----		79.4%		42.2%	50.2%	47.6%	53.7%	40.2%	46.1%	30.8%	42.2%	49.8%	55.9%
Delaware	68.5%		80.6%		----		----		47.8%	52.3%	47.4%	56.2%	20.0%	26.5%	----		50.2%	54.9%
District of Columbia	29.4%	31.6%	----		----		----		26.1%	28.5%	33.4%	42.8%	4.1%	7.0%	21.0%	29.8%	21.1%	24.2%
Florida	61.7%		77.7%		----		75.5%		36.0%	40.9%	53.3%	60.0%	23.8%	29.5%	22.2%	32.0%	44.8%	49.3%
Georgia	59.4%		76.6%		----		72.5%		36.2%	40.7%	49.1%	59.1%	24.2%	29.9%	24.9%	44.1%	39.4%	43.1%
Hawaii	55.7%	57.7%	64.3%		----		54.1%	56.8%	----		47.8%	60.3%	13.4%	17.7%	20.7%	28.0%	42.2%	45.7%
Idaho	72.7%		77.1%		----		----		----		39.2%	46.6%	24.7%	31.6%	26.2%	33.8%	59.7%	
Illinois	66.5%		80.1%		----		88.8%		34.5%	38.8%	47.7%	53.2%	28.1%	33.0%	20.1%	29.7%	43.5%	46.6%
Indiana	73.5%		79.2%		----		----		40.2%	48.4%	49.4%	62.1%	31.4%	38.8%	----		57.6%	62.7%
Iowa	76.4%		79.6%		----		----		41.9%	52.9%	44.4%	57.1%	28.3%	33.6%	31.8%	47.3%	57.2%	62.3%
Kansas	75.6%		82.8%		----		78.8%		35.4%	44.4%	48.7%	56.5%	39.3%	46.7%	33.2%	43.0%	61.4%	
Kentucky	65.3%		68.4%		----		----		38.3%	45.6%	----		17.5%	23.0%	----		50.8%	54.5%
Louisiana	57.0%	60.5%	75.2%		----		----		36.1%	40.6%	----		21.1%	28.0%	----		45.3%	49.2%
Maine	74.8%		75.3%		----		----		----		----		38.0%	44.7%	----		59.8%	
Maryland	66.9%		79.3%		----		89.8%		44.4%	48.1%	48.7%	61.4%	34.7%	41.6%	----		42.4%	47.9%
Massachusetts	76.3%		83.2%		----		87.9%		47.6%	53.7%	40.9%	45.6%	41.1%	46.2%	28.5%	40.3%	49.3%	54.2%
Michigan	67.8%		79.3%		----		----		31.5%	40.1%	56.9%	68.9%	27.2%	34.8%	----		47.1%	54.2%
Minnesota	81.9%		86.9%		----		74.8%		42.9%	55.8%	47.6%	59.2%	39.4%	46.7%	44.4%	61.6%	63.9%	
Mississippi	47.2%	49.9%	66.7%		----		----		27.0%	30.3%	----		14.0%	21.8%	----		33.2%	36.3%
Missouri	70.7%		77.5%		----		----		34.8%	41.1%	----		29.7%	37.3%	----		53.1%	57.8%
Montana	79.1%		82.6%		48.4%	60.0%	----		----		----		31.2%	38.6%	----		64.8%	
Nebraska	74.4%		80.4%		----		----		35.2%	44.8%	40.5%	49.7%	35.3%	42.4%	----		55.0%	59.7%
Nevada	59.0%		71.3%		----		73.2%		34.7%	44.3%	36.6%	41.9%	21.5%	26.0%	21.9%	28.0%	42.7%	46.0%
New Hampshire	78.6%		79.7%		----		----		----		----		44.5%	51.0%	----		58.2%	64.7%
New Jersey	71.7%		83.8%		----		89.8%		40.6%	45.9%	50.3%	57.7%	33.9%	38.6%	----		44.1%	50.0%
New Mexico	52.4%	54.9%	75.5%		29.8%	36.5%	----		40.1%	55.6%	41.2%	44.1%	25.9%	31.2%	24.5%	28.4%	39.1%	42.0%
New York	70.5%		85.6%		----		79.3%		42.9%	48.6%	50.2%	56.3%	31.6%	37.7%	21.1%	28.9%	51.8%	55.3%
North Carolina	71.7%		84.9%		47.5%	67.3%	86.8%		48.5%	52.8%	55.1%	64.1%	43.5%	50.0%	37.5%	49.3%	53.2%	57.7%
North Dakota	81.2%		84.6%		49.6%	59.6%	----		----		----		40.7%	47.2%	----		66.7%	
Ohio	73.9%		80.5%		----		----		44.7%	51.6%	57.6%	73.7%	32.9%	41.5%	21.7%	43.1%	53.6%	60.1%
Oklahoma	64.5%		72.8%		55.9%	63.9%	----		36.8%	46.6%	46.9%	57.3%	24.4%	28.7%	39.8%	57.8%	50.5%	54.8%
Oregon	70.3%		74.8%		49.7%	64.0%	78.0%		53.1%	63.3%	42.3%	47.8%	33.8%	41.6%	29.6%	38.0%	55.1%	60.0%
Pennsylvania	68.7%		76.2%		----		----		31.8%	37.7%	41.5%	56.8%	27.1%	34.2%	----		44.8%	50.1%
Rhode Island	62.6%		72.2%		----		54.3%	67.2%	29.1%	37.7%	29.2%	33.9%	30.6%	36.1%	13.4%	23.2%	40.9%	44.6%
South Carolina	67.8%		83.8%		----		----		45.5%	49.8%	----		38.4%	48.2%	----		51.4%	55.5%
South Dakota	78.2%		82.0%		43.0%	54.4%	----		----		----		30.6%	38.2%	24.9%	43.7%	63.5%	
Tennessee	58.6%		68.6%		----		----		28.0%	33.7%	----		30.1%	37.5%	----		38.7%	45.2%
Texas	68.6%		83.8%		----		90.6%		47.0%	54.1%	58.0%	61.5%	27.6%	33.7%	25.0%	35.2%	54.4%	57.9%
Utah	71.7%		76.6%		----		66.1%		----		34.5%	43.9%	26.7%	33.8%	33.4%	44.2%	56.1%	61.2%
Vermont	77.2%		77.7%		----		----		----		----		45.7%	52.2%	----		58.7%	
Virginia	72.5%		82.5%		----		85.8%		49.1%	53.2%	58.6%		41.9%	49.2%	----		48.6%	54.1%
Washington	71.9%		76.4%		56.0%	70.7%	71.9%		53.6%	62.8%	50.4%	58.8%	26.2%	33.5%	30.9%	42.1%	55.5%	59.8%
West Virginia	62.5%		63.3%		----		----		39.1%	53.0%	----		13.7%	19.2%	----		51.1%	55.4%
Wisconsin	75.2%		81.8%		----		66.7%		24.0%	32.4%	49.6%	61.6%	31.3%	37.6%	----		48.2%	54.9%
Wyoming	79.6%		79.6%		47.9%	61.4%	----		----		53.9%	63.3%	29.9%	34.4%	35.6%	48.3%	62.0%	
NUMBER OF STATES	8	6	0	0	11	4	2	1	41	38	36	22	51	51	28	23	42	34
PERCENT OF STATES	15.7%	11.8%	0.0%	0.0%	21.6%	7.8%	3.9%	2.0%	80.4%	74.5%	70.6%	43.1%	100.0%	100.0%	54.9%	45.1%	82.4%	66.7%

Appendix B Grade 8 Reading

red=did not make AYP **green**=made AYP with confidence interval

Jurisdictions	At or Above		WHITE	CI	NATIVE	CI	ASIAN	CI	BLACK	CI	HISPANIC	CI	DISABILITY	CI	LEP	CI	LUNCH	CI
	Basic	CI																
Alabama	64.6%	67.7%	75.5%		----		----		45.8%	51.1%	----		18.3%	23.8%	----		51.5%	55.8%
Alaska	66.7%		78.6%		43.9%	50.0%	64.0%	74.8%	60.3%	70.7%	55.8%	68.3%	28.1%	34.4%	35.0%	41.7%	48.7%	54.4%
Arizona	66.3%		80.4%		44.5%	59.8%	----		52.2%	64.0%	50.7%	54.8%	20.0%	26.9%	26.4%	32.5%	51.3%	56.6%
Arkansas	70.1%		78.5%		----		----		41.9%	48.2%	68.1%		25.2%	31.7%	----		60.8%	64.5%
California	61.2%	63.7%	76.4%		----		76.3%		48.3%	55.2%	46.1%	50.2%	19.5%	24.6%	27.4%	33.1%	47.2%	51.1%
Colorado	77.7%		84.6%		----		84.3%		59.6%	70.4%	57.2%	62.7%	29.1%	36.4%	32.2%	43.0%	59.6%	64.5%
Connecticut	76.6%		84.1%		----		88.3%		54.2%	62.0%	54.8%	62.1%	39.6%	46.3%	----		56.3%	62.2%
Delaware	76.8%		85.3%		----		87.4%		59.5%	64.8%	60.3%	69.1%	29.5%	37.3%	----		60.8%	64.5%
District of Columbia	47.1%	49.6%	----		----		----		44.6%	47.1%	50.6%	59.8%	10.8%	15.5%	38.6%	50.9%	39.4%	42.9%
Florida	67.5%		78.7%		----		----		48.1%	53.6%	62.2%	67.9%	28.9%	37.7%	34.2%	46.2%	54.6%	58.9%
Georgia	69.4%		81.3%		----		70.5%		54.4%	58.3%	55.4%	66.2%	22.1%	28.4%	----		54.1%	57.6%
Hawaii	61.0%	63.4%	68.6%		----		59.3%	62.4%	----		59.5%	72.8%	17.2%	22.5%	20.0%	30.6%	49.4%	52.7%
Idaho	76.5%		79.4%		----		----		53.2%	61.8%	56.2%	64.6%	33.8%	45.2%	45.2%	55.4%	66.0%	69.9%
Illinois	76.9%		86.5%		----		86.7%		56.4%	61.5%	60.6%	65.5%	40.3%	47.7%	33.0%	50.8%	59.0%	61.9%
Indiana	76.8%		80.8%		----		----		54.2%	62.8%	56.6%	70.9%	31.5%	37.8%	----		59.1%	64.8%
Iowa	79.5%		81.6%		----		----		56.4%	67.2%	53.8%	65.8%	31.4%	37.1%	----		63.1%	68.0%
Kansas	76.8%		81.6%		75.2%		----		53.2%	60.6%	55.5%	65.1%	39.2%	44.7%	----		63.6%	69.1%
Kentucky	77.9%		80.8%		----		----		54.2%	60.7%	----		37.4%	48.6%	----		69.1%	
Louisiana	63.9%	67.6%	79.5%		----		----		46.4%	51.7%	----		27.7%	37.1%	----		54.2%	59.1%
Maine	79.3%		79.5%		----		----		----		----		42.7%	50.0%	----		69.4%	
Maryland	70.7%		79.8%		----		86.7%		54.5%	59.2%	60.6%	71.6%	33.3%	41.7%	----		50.7%	56.6%
Massachusetts	81.4%		86.3%		87.2%		----		61.7%	67.6%	56.2%	64.6%	43.9%	50.4%	24.5%	37.0%	60.6%	65.1%
Michigan	75.3%		84.3%		----		----		49.4%	60.2%	66.7%		36.7%	45.7%	----		56.7%	64.9%
Minnesota	78.1%		83.3%		----		64.1%	73.1%	51.4%	61.4%	45.6%	57.9%	35.4%	43.6%	29.2%	40.2%	55.8%	60.9%
Mississippi	65.5%	68.6%	80.5%		----		----		50.0%	53.7%	----		19.4%	30.6%	----		55.7%	59.4%
Missouri	79.5%		84.5%		----		----		52.2%	59.3%	----		42.7%	52.1%	----		65.9%	70.4%
Montana	81.8%		84.6%		59.6%	70.4%	----		----		----		46.1%	54.7%	----		70.4%	
Nebraska	77.3%		82.3%		----		----		47.1%	55.9%	48.8%	57.4%	36.2%	43.8%	----		62.8%	67.7%
Nevada	63.3%	65.7%	74.9%		----		75.5%		42.9%	51.5%	44.2%	48.3%	18.8%	24.5%	23.2%	32.6%	50.4%	53.5%
New Hampshire	81.1%		82.1%		----		----		----		----		43.8%	49.9%	----		65.9%	73.2%
New Jersey	78.7%		88.1%		----		92.2%		58.1%	64.0%	60.9%	68.2%	37.5%	45.3%	----		55.8%	61.7%
New Mexico	62.4%	64.8%	80.1%		52.0%	61.8%	----		54.8%	69.1%	53.1%	56.2%	31.3%	37.2%	34.9%	40.6%	51.3%	55.2%
New York	75.2%		87.3%		----		76.9%		55.3%	62.4%	60.5%	66.4%	33.4%	40.3%	22.6%	32.6%	59.1%	63.0%
North Carolina	72.4%		83.0%		51.5%	76.8%	75.8%		56.1%	60.6%	52.0%	63.2%	42.4%	50.4%	29.3%	42.0%	56.5%	60.4%
North Dakota	81.5%		84.1%		49.2%	59.8%	----		----		----		38.0%	46.6%	----		71.2%	
Ohio	78.0%		82.3%		----		----		59.8%	65.7%	81.1%		31.5%	40.5%	----		59.9%	66.4%
Oklahoma	74.2%		79.6%		69.1%		----		51.4%	60.8%	61.8%	74.9%	25.9%	34.5%	55.4%	69.7%	63.6%	68.3%
Oregon	74.6%		77.4%		----		71.5%		60.5%	72.8%	59.8%	67.6%	38.5%	46.1%	39.7%	51.1%	65.6%	70.5%
Pennsylvania	76.0%		80.9%		----		----		52.2%	59.5%	64.2%	86.5%	31.4%	37.5%	----		58.1%	65.0%
Rhode Island	71.1%		78.4%		----		57.6%	72.1%	50.1%	59.3%	45.9%	51.8%	38.6%	43.7%	24.1%	33.9%	54.6%	59.1%
South Carolina	69.4%		82.2%		----		----		53.0%	57.9%	----		35.4%	44.0%	----		57.6%	61.7%
South Dakota	81.5%		84.6%		53.9%	63.3%	----		----		----		34.4%	42.4%	----		71.7%	
Tennessee	68.9%		76.3%		----		----		47.1%	52.0%	----		43.8%	51.1%	----		54.7%	59.2%
Texas	70.5%		84.1%		----		85.6%		56.0%	61.5%	59.3%	63.8%	32.4%	42.4%	19.4%	34.1%	57.5%	62.2%
Utah	76.4%		80.3%		----		73.8%		----		50.8%	56.9%	24.4%	32.6%	43.0%	52.4%	62.2%	67.3%
Vermont	81.3%		81.8%		----		----		----		----		54.9%	63.1%	----		66.5%	
Virginia	78.8%		85.3%		----		87.8%		61.5%	66.2%	78.3%		43.3%	51.9%	----		61.6%	66.1%
Washington	75.6%		79.6%		62.3%	78.6%	79.2%		59.7%	68.5%	54.6%	60.9%	28.0%	35.6%	27.4%	39.2%	58.2%	62.3%
West Virginia	71.7%		72.3%		----		----		59.7%	68.5%	----		29.1%	37.9%	----		62.5%	66.2%
Wisconsin	77.2%		82.9%		----		61.3%	78.7%	39.8%	54.5%	51.3%	65.0%	30.5%	36.8%	----		52.9%	61.1%
Wyoming	79.2%		81.6%		48.4%	59.6%	----		----		66.4%		38.6%	45.9%	37.0%	50.5%	67.0%	
NUMBER OF STATES	8	5	0	0	9	5	5	1	41	33	32	21	51	51	22	21	44	34
PERCENT OF STATES	15.7%	9.8%	0.0%	0.0%	17.6%	9.8%	9.8%	2.0%	80.4%	64.7%	62.7%	41.2%	100.0%	100.0%	43.1%	41.2%	86.3%	66.7%